

New Series

Vol. 4, No. 4

763580
BULLETIN

OF THE

AMERICAN ASSOCIATION OF
COLLEGIATE REGISTRARS

PROCEEDINGS OF THE SEVENTEENTH
NATIONAL CONVENTION

SEATTLE

APRIL 16, 17, AND 18, 1929

BALTIMORE

THE JOHNS HOPKINS PRESS

JULY, 1929

AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS

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New Series Vol. IV

JULY, 1929

No. 4

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THE SEVENTEENTH ANNUAL CONVENTION OF THE AMERICAN ASSOCIATION OF CO

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AL CONVENTION OF THE AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS, HELD AT SEATTLE, WASH.

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TITLE, WASHINGTON, APRIL 16, 17, 18, 19, 1929

- | | | | |
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E. J. Norton.....	University of Utah
A. C. Lemon.....	College of Puget Sound

PROGRAM OF THE SEVENTEENTH CONVENTION

ORDER OF SESSIONS

Monday, April 15

MONDAY EVENING: 8.00—10.00

Spanish Lounge, Olympic Hotel.

Pre-registration of Delegates and Informal Reception.

Tuesday, April 16

GENERAL SESSION

TUESDAY MORNING: 9.30—11.45

Italian Room, Olympic Hotel.

Mr. Charles E. Friley, Agricultural and Mechanical College of Texas,
Presiding.

Opening of the Convention.

The Invocation—The Reverend Harry L. Meyer, University Congregational Church, Seattle.

The Address of Welcome—Mr. David Thomson, Dean of the Faculties, University of Washington.

"The Organization and Administration of the Registrar's Office in the Large University"—Mr. R. M. West, Registrar, University of Minnesota.

Discussion.

"Recent Developments in Recording Systems"—Mr. W. S. Hoffman, Registrar, Pennsylvania State College.

Discussion.

COMPLIMENTARY LUNCHEON

TUESDAY NOON: 12.15

Junior Ball Room, Olympic Hotel.

A complimentary Luncheon will be given to the members of the American Association of Collegiate Registrars by the Pacific Coast Registrars' Association.

Mr. E. B. Lemon, Oregon State Agricultural College, Presiding.

TUESDAY AFTERNOON: 1.45

Italian Room, Olympic Hotel.

Mrs. Josephine Morrow, Colorado College, Presiding.

Introduction and Reception of New Members.

SECTIONAL MEETINGS

Section A—Representatives of Universities

TUESDAY AFTERNOON: 2.15—4.15

Olympic Hotel.

Miss Florence I. McGahey, University of Nebraska, Presiding.

Section B—Representatives of Liberal Arts Colleges and Junior Colleges

TUESDAY AFTERNOON: 2.15—4.15

Olympic Hotel.

Mr. Thomas E. Steckel, Ohio Wesleyan University, Presiding.

Section C—Representatives of Teachers Colleges and Normal Schools

TUESDAY AFTERNOON: 2.15—4.15

Olympic Hotel.

Miss Jennie M. Tabb, Virginia State Teachers College, Presiding.

Section D—Representatives of Technical and Professional Schools

TUESDAY AFTERNOON: 2.15—4.15

Olympic Hotel.

Mr. A. H. Parrott, North Dakota Agricultural College, Presiding.

BANQUET

TUESDAY EVENING: 7.00

Spanish Ball Room, Olympic Hotel.

Mr. Worrall Wilson, President Seattle Title Trust Company,
Toastmaster.

Speakers—Judge George Donworth; Mr. Nathan Eckstein, President of Schwabacher Bros.; His Excellency, the Governor of Washington, Roland S. Hartley; President Leonard S. Klinck, University of British Columbia.

Entertainment Features by University of Washington College of Fine Arts.

Wednesday, April 17

GENERAL SESSION

WEDNESDAY MORNING: 9.15—11.45

Italian Room, Olympic Hotel.

Mr. Edward J. Grant, Columbia University, Presiding.

"The Efficient Registrar"—Mr. Ezra L. Gillis, Registrar, University of Kentucky.

Discussion.

"The Faculty Looks at the Registrar"—Chancellor Samuel P. Capen,
University of Buffalo.

Discussion.

"The Organization and Administration of the Registrar's Office in
the Small College"—Dr. J. R. Robinson, Registrar, George
Peabody College.

Discussion.

Election of Officers.

COMPLIMENTARY LUNCHEON

WEDNESDAY NOON: 12.30

Wilsonian Hotel.

A luncheon, complimentary to the visiting delegates, will be given
by the University of Washington.

Dr. Frederick M. Padelford, Assistant Dean of the Faculties, Uni-
versity of Washington, Presiding.

Address—President M. Lyle Spencer, University of Washington.

ASSOCIATION PICTURE

WEDNESDAY AFTERNOON: 1.30

The Association picture will be taken in front of the Library of the
University of Washington.

SPECIAL MEETINGS

Session A

WEDNESDAY AFTERNOON: 2.00—3.30

Room 320, Physics Hall, University of Washington.

Miss F. Isabel Wolcott, Oberlin College, Presiding.

"Problems of Admission"—Miss Edith D. Cockins, Registrar, Ohio
State University; Mr. Thomas B. Steel, Acting Recorder,
University of California.

Discussion.

Session B

WEDNESDAY AFTERNOON: 2.00—3.30

Room 314, Physics Hall, University of Washington.

Mr. C. P. Steimle, Michigan State Normal College, Presiding.

"Problems of Registration"—Mr. S. W. Canada, Registrar, Uni-
versity of Missouri; Mr. G. E. Wadsack, Registrar, Univer-
sity of Oklahoma.

Discussion.

TRIP OVER LAKE WASHINGTON

The afternoon sessions will adjourn at 3.30 for a boat ride over Lake Washington, through the Government Canal, Lake Union, the Government locks, to Elliott Bay; thence to the Seattle water front, and back to the Olympic Hotel.

OPEN FORUM FOR NEW REGISTRARS

WEDNESDAY EVENING: 7.30—9.30

Junior Ball Room, Olympic Hotel.

Mr. Ezra L. Gillis, University of Kentucky, Presiding.

Thursday, April 18

GENERAL SESSION

Joint meeting with the Conference on Reorganization of the Lower Division.

THURSDAY MORNING: 9.30—11.30

Italian Room, Olympic Hotel.

Mr. Charles E. Friley, Agricultural and Mechanical College of Texas, Presiding.

"The Problems of the Reorganization of the Lower Division and a Report of the Faculty Committee of the University of Washington"—Professor H. V. Tartar, University of Washington.

"Michigan's Plan for Improving the First Two Years of College"—Mr. Ira M. Smith, Registrar, University of Michigan.

"The Wisconsin Plan"—Mr. F. O. Holt, Registrar, University of Wisconsin.

Discussion.

BUSINESS MEETING

THURSDAY AFTERNOON: 1.30

Italian Room, Olympic Hotel.

Mr. Charles E. Friley, Agricultural and Mechanical College of Texas, Presiding.

Open Forum.

Question Box.

Business Session.

Adjournment.

CONFERENCE ON REORGANIZATION OF THE LOWER
DIVISION

Dean Willis L. Uhl, University of Washington, Chairman.

Thursday, April 18

THURSDAY MORNING: 9.30—11.45

Joint session with American Association of Collegiate Registrars.

THURSDAY AFTERNOON: 2.30—4.30

Junior Ball Room, Olympic Hotel.

"Financial Problems of the Lower Division"—Chancellor Samuel
P. Capen, University of Buffalo.

Discussion.

THURSDAY EVENING: 7.30

Junior Ball Room, Olympic Hotel.

"The Junior College in Relation to the Reorganization of the Lower
Division"—Mr. Ernest L. Rea, Registrar, Riverside Junior
College.

Discussion.

Friday, April 19

FRIDAY MORNING: 9.30—11.45

Italian Room, Olympic Hotel.

"The Improvement of College Teaching"—President F. J. Kelly,
University of Idaho; Dean H. S. Rogers, Oregon State Agri-
cultural College.

Discussion.

FRIDAY AFTERNOON: 2.00

Room 320, Physics Hall, University of Washington.

1. "Problems of Administration."
2. "Personnel Work and Vocational Guidance."

**DELEGATES IN ATTENDANCE AT THE SEVENTEENTH
NATIONAL CONVENTION**

- Adams, Maxwell, University of Nevada, Reno, Nevada
 Armsby, H. H., Missouri School of Mines and Metallurgy, Rolla,
 Missouri
 Armsdorf, H. G., New York University, New York City, N. Y.
 Barnard, Frank T., Washington State College, Pullman, Washington
 Bell, W. H., Utah State Agricultural College, Logan, Utah
 Bever, James, Washington State Normal, Bellingham, Washington
 Bickel, D. A., North Texas Agricultural and Mechanical College,
 Arlington, Texas
 Blackwell, Miss, Oregon Agricultural College, Corvallis, Oregon
 Bolitho, Mrs. Adda L., Spokane College, Spokane, Washington
 Boyce, W. T., Fullerton Junior College, Fullerton, California
 Brainerd, Bertha, Oregon Normal School, Monmouth, Oregon
 Brugger, Mrs. Minnie, University of Washington, Seattle, Wash-
 ington
 Burton, L. W., Oklahoma Agricultural and Mechanical College, Still-
 water, Oklahoma
 Canada, Mr. S. W., University of Missouri, Columbia, Missouri
 Clark, Helen, Ohio State University, Columbus, Ohio
 Clark, Theron, University of Southern California, Los Angeles, Cali-
 fornia
 Cockins, Edith, Ohio State University, Columbus, Ohio
 Conover, Charles L., Pacific College, Newberg, Oregon
 Corbin, C. E., College of the Pacific, Stockton, California
 Creer, Mrs. Ruth, University of Washington, Seattle, Washington
 Daniels, Joseph, University of Washington, Seattle, Washington
 Deters, Emma E., University of Buffalo, Buffalo, New York
 Dickey, Miriam, University of Washington, Seattle, Washington
 Dorcas, H. C., State University of Iowa, Iowa City, Iowa
 Draper, Mrs. Ada, University of Washington, Seattle, Washington
 Elwell, T. F., Moran Junior College, Moran School, Washington
 Ewell, Miss Frances, University of Washington, Seattle, Washington
 Farley, Fred L., College of the Pacific, Stockton, California
 Fitts, Charles T., Pomona College, Claremont, California
 Frantz, Harper W., La Verne College, La Verne, California
 Friley, C. E., Agricultural and Mechanical College of Texas, College
 Station, Texas
 Gantt, Matsye, State Agricultural and Mechanical College, Magnolia,
 Arkansas
 George, Katherine, Northwestern University, Evanston, Illinois

- Gillis, Ezra L., University of Kentucky, Lexington, Kentucky
Grant, Edward J., Columbia University, New York City, N. Y.
Hall, J. P., Macalester College, St. Paul, Minnesota
Harris, Ellis B., Spokane University, Spokane, Washington
Harris, Mrs. L. J., Immigration Office, Seattle, Washington
Hauge, Philip E., Pacific Lutheran College, Parkland, Washington
Hilley, Maude, Emory University, Emory University, Georgia
Hilliker, Katherine, Boston University, Boston, Massachusetts
Hoffman, William S., Pennsylvania State College, State College,
Pennsylvania
Howell, E. J., John Tarleton Agricultural College, Stephenville,
Texas
Jameson, Lucille, University of Montana, Missoula, Montana
Johnson, Marguerite V., State Teachers College, San Diego, Cali-
fornia
King, Walker, College of Industrial Arts, Denton, Texas
Klinck, L. C., University of British Columbia, Vancouver, B. C.
Knight, George W., Ohio State University, Columbus, Ohio
Kolstad, Arthur, Bellingham State Normal, Bellingham, Washington
Lahey, Rev. Thos. A., Columbia University, Portland, Oregon
Learnard, Mary Jane, Sacramento Junior College, Sacramento, Cali-
fornia
Lee, Floyd B., Kansas State Teachers College, Hays, Kansas
Lemon, E. B., Oregon State College, Corvallis, Oregon
McCall, W. H., Montana State College, Bozeman, Montana
McGahey, Florence I., University of Nebraska, Lincoln, Nebraska
McWhinnie, R. E., University of Wyoming, Laramie, Wyoming
Mathews, Edward J., University of Texas, Austin, Texas
Mathews, Stanley, University of British Columbia, Vancouver, B. C.
Mitchell, J. P., Stanford University, Palo Alto, California
Morrow, Mrs. Josephine, Colorado College, Colorado Springs,
Colorado
Moyer, Jacob, Seattle Pacific College, Seattle, Washington
Nell, Raymond B., Hamline University, St. Paul, Minnesota
Nelson, A. C., University of Denver, Denver, Colorado
Norton, E. J., University of Utah, Salt Lake, Utah
Olesen, Ella, University of Idaho, Moscow, Idaho
Ollis, Alice M., University of Washington, Seattle, Washington
Pallett, E. M., University of Oregon, Eugene, Oregon
Parrott, Alfred H., North Dakota Agricultural College, Fargo, North
Dakota
Pepper, Leah, University of Washington, Seattle, Washington
Platt, Imogene B., Humboldt State Teachers College, Arcata, Cali-
fornia
Preinkert, Alma H., University of Maryland, College Park, Maryland

- Price, Henry F., Pacific University, Forest Grove, Oregon
 Rea, Ernest, Riverside Junior College, Riverside, California
 Renner, Theresa M., Blackburn College, Carlinville, Illinois
 Reordan, R. J., Crane Junior College, Chicago, Illinois
 Riley, J. Kenneth, Linfield College, McMinnville, Oregon
 Scott, Margaret A., Reed College, Portland, Oregon
 Scribner, A. F., Valparaiso University, Valparaiso, Indiana
 Showman, H. M., University of California, Los Angeles, California
 Sister Adelgundis, College of St. Benedict, St. Joseph, Minnesota
 Sister Esther Mary, Holy Names Normal School, Seattle, Washington
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 Smith, S. E., Northeast Missouri State Teachers College, Kirksville, Missouri
 Smithey, Edith M., State Teachers College, Kearney, Nebraska
 Spence, W. J., University of Manitoba, Winnipeg, Manitoba
 Spencer, Dr. M. Lyle, University of Washington, Seattle, Washington
 Steckel, Thomas E., Ohio Wesleyan University, Delaware, Ohio
 Steel, Thomas B., University of California, Berkeley, California
 Steimle, C. P., Michigan State Normal College, Ypsilanti, Michigan
 Stephenson, Gertrude, University of Oregon, Eugene, Oregon
 Steunenberg, Bess, College of Idaho, Caldwell, Idaho
 Stevens, E. B., University of Washington, Seattle, Washington
 Tabb, Jennie M., State Teachers College, Farmville, Virginia
 Thompson, C. W., California Christian College, Los Angeles, California
 Thomson, Dean David, University of Washington, Seattle, Washington
 Thurman, Charlotte, Lindenwood College, St. Charles, Missouri
 Tiffany, K. B., Whitworth College, Spokane, Washington
 Tingelstad, O. A., Pacific Lutheran College, Parkland, Washington
 Uhl, Dean Willis, University of Washington, Seattle, Washington

Van Buskirk, H. C., California Institute of Technology, Pasadena, California

Wadsack, G. E., University of Oklahoma, Norman, Oklahoma

Watson, C. Hoyt, Seattle Pacific College, Seattle, Washington

West, R. M., University of Minnesota, Minneapolis, Minnesota

Wheeler, Mertie A., Walla Walla College, College Place, Washington

Whitney, H. J., Washington State Normal, Ellensburg, Washington

Willard, Mrs. Frances, University of Washington, Seattle, Washington

Wolcott, F. Isabel, Oberlin College, Oberlin, Ohio

Yakeley, Elida, Michigan State College, East Lansing, Michigan

REGISTRATION BY STATES

Arkansas	1	Montana	2
California	15	Nebraska	2
Colorado	4	Nevada	1
Georgia	1	New York	3
Idaho	2	North Dakota	1
Illinois	5	Ohio	5
Indiana	1	Oklahoma	2
Iowa	1	Oregon	12
Kansas	1	Pennsylvania	1
Kentucky	1	Texas	7
Maryland	1	Utah	2
Massachusetts	1	Virginia	1
Michigan	3	Washington	30
Minnesota	5	Wyoming	1
Missouri	4	Canada	3

Total 119

REGISTRATIONS OF MEETINGS

<i>Attendance</i>	<i>Year</i>	<i>Place</i>	<i>President and College</i>
24	1910	Detroit	A. H. Parrott, North Dakota Agricultural College, Chairman
30	1911	Boston	A. H. Espenshade, Pennsylvania State College, Chairman
38	1912	Chicago	A. H. Espenshade, Pennsylvania State College
23	1913	Salt Lake City	J. A. Cravens, Indiana University
46	1914	Richmond	E. J. Mathews, University of Texas
55	1915	Ann Arbor	G. O. Foster, University of Kansas
69	1916	New York	Walter Humphries, Massachusetts Institute of Technology

66	1917	Lexington	*F. A. Dickey, Columbia University
106	1919	Chicago	A. W. Tarbell, Carnegie Institute of Technology
107	1920	Washington, D. C.	E. L. Gillis, University of Kentucky
118	1922	St. Louis, Mo.	*A. G. Hall, University of Michigan
160	1924	Chicago	J. A. Gannett, University of Maine
105	1925	Boulder, Colo.	T. J. Wilson, Jr., University of North Carolina
155	1926	Minneapolis, Minn.	G. P. Tuttle, University of Illinois
214	1927	Atlanta, Ga.	R. M. West, University of Minnesota
253	1928	Cleveland, Ohio	I. M. Smith, University of Michigan
119	1929	Seattle, Wash.	C. E. Friley, Agricultural and Mechanical College of Texas

MEMBERSHIP OF THE ASSOCIATION

1914	1915	1916	1917	1919	1920
62	100	123	140	177	194
1922	1924	1925	1926	1927	1928
210	299	331	384	504	622
1929					
696					

THE CONSTITUTION

ARTICLE I—NAME

The name of the organization shall be the American Association of Collegiate Registrars.

ARTICLE II—PURPOSE

The purposes of this Association shall be to provide, by means of annual conferences and otherwise, for the spread of information on problems of common interest to its members, and to contribute to the advancement of education in America.

ARTICLE III—MEMBERSHIP

Section 1. Active membership. Any officer charged with the duty of registration, or of passing upon entrance credentials, or of recording the standing of students in any recognized institution of higher learning in the United States or in Canada, shall be eligible to active membership on payment of an annual due of five dollars. It is understood that active membership is either institutional or personal.

*Deceased.

Any member who shall fail to pay his annual dues for two consecutive years will, after notice in writing from the treasurer, be dropped automatically from the list of members.

Section 2. Honorary membership. Honorary membership may be recommended by any member of the Association to the Executive Committee. Election to honorary membership will rest with the Executive Committee, but only those who continue in some educational work, or who are retiring from active service, and only those who have been in the profession long enough, or who have been sufficiently active in the Association to warrant the assumption that they are interested in the Association's progress will be elected by the Executive Committee.

ARTICLE IV—OFFICERS

Section 1. The officers of this Association shall be a president, a first vice-president, a second vice-president, a third vice-president, a secretary, and a treasurer. These officers shall be elected by ballot at each annual meeting, a majority vote of those present being necessary to election. They shall hold office from the adjournment of the meeting at which they were elected until the adjournment of the next annual meeting.

Section 2. Duties of Officers:

(a) It shall be the duty of the president to assume full responsibility for all the general activities of the Association, to conduct all necessary correspondence with the members in regard to the annual program, and with the assistance of the Executive Committee to arrange the program. All bills must be approved by the president before payment. He shall refer to an auditing committee the annual report of the treasurer. In case the office of president becomes vacant the order of succession shall be first vice-president, second vice-president, third vice-president.

(b) It shall be the duty of the second vice-president to have charge of the campaign for extending the membership of the Association.

(c) It shall be the duty of the secretary to keep an accurate list of the members of the Association, correcting same from time to time upon the advice of the treasurer. He shall be the custodian of the records of the Association. He shall, with the assistance of a stenographer, keep the minutes of the annual meeting. He shall have in charge the printing and distribution of the proceedings of the annual meeting. He shall keep the minutes of meetings of the Executive Committee.

(d) In addition to the usual duties of the office, the treasurer shall collect the membership dues and shall report changes in the list of members to the president, the second vice-president and the secretary. He shall make an annual report to the Executive Committee.

ARTICLE V—EXECUTIVE COMMITTEE

The officers named in Article IV shall constitute an Executive Committee, with power to fix the time and place of the next annual meeting, to assist the president in arranging the program, and to make other necessary arrangements.

ARTICLE VI—BUDGET COMMITTEE

There shall be a Budget Committee consisting of three members, one of whom shall be elected each year to serve for a period of three years.

ARTICLE VII—AMENDMENTS

This constitution may be amended at any annual meeting by a two-thirds vote of the members present and voting.

GENERAL SESSION

TUESDAY, APRIL 16TH, 1929.

(Italian Room, Olympic Hotel)

Mr. CHARLES E. FRILEY, Agricultural and Mechanical College of Texas, Presiding:

Mr. FRILEY: Ladies and Gentlemen: It is my very great pleasure to call to order the Seventeenth Convention of the American Association of Collegiate Registrars.

May we stand while the invocation is offered by the Reverend Harry L. Meyer, of the University Congregational Church, of Seattle.

Reverend MEYER: Oh, Lord, we thank thee for the blessings of education, for its hope and salvation for humanity and for the leadership it provides for the making of the Kingdom of God, for which we work and pray.

Wilt thou bless these leaders who have heard thy call to service and may their work with your people be such that there shall be raised among us a new generation of men and women, whose purpose shall be the making of an honest and friendly world! Consecrate them to this, thy calling, and imbue them with the spirit of sacrifice and service and patience and good-will and may all the dealings and the work of this Assembly bring honour to their institutions and to the cause of education, to which they have pledged their lives!

We pray in the Spirit of Christ, our Lord,—Amen!

Mr. FRILEY: We are happy to have with us Dean David Thomson, of the University of Washington, who has come to welcome us to Seattle and to the University. Dean Thomson. (Applause)

Dean DAVID THOMSON: Mr. Chairman, Ladies and Gentlemen: I give you hearty greetings and bid you a warm,

warm welcome. There are many reasons why I feel that I can do this with all sincerity: One of them is very obvious—that we who have been out here in Seattle and connected with the University long enough to know what kind of things both of them are, are very proud and fond of them and, therefore, we take the natural pleasure that derives from having persons from other parts of the country come to Seattle and see what kind of folk we are and what kind of City and Institution we have.

There is another reason I have personally but which will not, I am sure, occur to any of you. It has always seemed to me, from a considerable experience, that of all of the University Officials who, as the saying goes, come in for both damnation and praise from the students, the Registrars stand first. Next to them, come the Deans. I happen to be a Dean; consequently, on that score, I feel that in that respect I am in your class and, therefore, I am glad, of course, to meet members of my own class.

Now, many of you have come a long way to this Convention and I have no doubt that before you got abroad the train, you pondered quite a while as to whether the expenditure of money and time were going to be worthwhile. I can only offer in testimony to the fact, that you will probably agree after this is all over and you are back home, that the expenditure of both was well worthwhile, by referring to the experience of our own representatives.

Mathematically, of course, it is not any farther, from there here, than it is from here there, and our people going from here there, have always returned enthusiastic over the benefits that they have received. I trust that will be the experience of everyone of you.

The Office of the Registrar in any institution seems to me to combine in itself many of the functions in respect to our country of the Office of the Secretary of State, the Immigration office, and the Census Bureau.

If that is true, then Conventions like these intended for the purpose of extending acquaintance among the holders of

this important office in various parts of the country and devising ways and means of making the necessary machinery go 'round more smoothly, must have, of course, an immense interest to everybody connected with the University, from the student who tries to get in and, to his own great surprise—sometimes, is allowed in, and the Members of the Faculty.

Now, the whole process of providing passports has become a much more necessary process than was true before migration between the Universities become so common as it is now. That is one of the functions of the Registrar's office—to enable students to move freely about the country.

Many students would, also, recognize the fact that another function of the Registrar's Office is to enable them to move on. (Laughter) With this combination of functions, it follows, I think, quite easily, that any normal program of a Convention must have items of tremendous interest, not merely for College Registrars, but everybody else connected with the University and my only regret is I cannot be, for the entire session of this Convention, transformed from a Dean to a Registrar!

If I were a Registrar, I would have the official right to be here; as a Dean, I am supposed to be elsewhere, after business.

I am going to close on a note which may altogether surprise you, with this question: (to which, of course, I don't expect any answer.)

Do you, as College Registrars, ever have the experience that one Dean, at least, does have occasionally? This experience comes to him in moments of what might be called either righteousness or discouragement, it is difficult to say which, but the question I frequently ask myself is—Why a College Dean?

Now, do you ever ask yourself—Why a College Registrar?

Mr. FRILEY: Thank you very much, Dean Thompson. Our welcome to Seattle has been of the type to please the most critical and we are very happy to be here.

In the nineteen years of its existence, the American Asso-

ciation of Collegiate Registrars has grown from a little group of twenty-four pioneers to almost seven hundred constituting, at least in point of numbers, one of the largest organizations dealing with the problems of higher education.

The work of these meetings has been thoroughly practical. The many problems confronting the Registrar have been discussed from every angle, and we feel that definite progress has been made in developing an organization which is of real value to the American College.

The Executive Committee felt that the time had come to correlate the various ideas which had been advanced in past years and see if it could not work out, at least in general terms, the basis for the Registrars' activities in the future.

You all are perfectly familiar with the fact that the administrative machinery of the American College in the last eight or ten years has not kept pace with the general growth of the Institution and today a great deal of study is being given to effective and economic administration of higher education.

Now, I don't know of any office in the Institution, of more importance in the running of the American College than is the Registrar's office. I really feel that it is an index of the efficiency of the Institution itself; as the Registrar's office is administered, so will the Institution be administered, in a large measure, and we as administrative officers have, therefore, a responsibility and a remarkable opportunity to help direct the American College into the paths in which we would like to see it go.

So, we have chosen the general theme "The Field of the Registrar's Activities." Naturally, we cannot get away from the many routine activities that confront us every day; they are important; they are the frame work of the job; of course, there is always the danger that we are likely to lose ourselves in detail work and lose sight of another very important opportunity before the Registrar, that is the opportunity for personal service or what I might call, the "spirit of the job."

So, we have not neglected that phase in developing the

program and if, out of this meeting, we can come to some general understanding of what the Registrar should do and how he should go about it. I think we will have justified the organization and, certainly, this particular meeting.

In line then with the general theme, the first topic to be presented this morning is "The Organization and Administration of the Registrar's Office in the Large University," by Mr. R. M. West, Registrar of the University of Minnesota. (Applause)

Mr. R. M. WEST: Mr. President, Ladies and Gentlemen of the Association: I come here with a great many documents and I notice I am to share the program with another speaker. I wrote to Dean Friley and asked him how long I was to take and as I received no reply, I came prepared to spend the whole morning.

I remembered the story of the negro preacher who was asked to conduct the meeting and he had two speakers that evening and after asking for the Lord's blessing on the administration of the country and State, County and City and so on, down the line, he came to the two speakers and he said: "May the Lord bless the two speakers of the evening! at least, Lord, we ask thy blessing on the first speaker and, Lord, help the second one!" (Laughter)

The topic that I have to discuss is as announced by the President. I don't think I have confined it entirely to the problem of the large office; at least, I have tried to make it somewhat more general in places.

ORGANIZATION AND ADMINISTRATION OF THE REGISTRAR'S OFFICE IN A LARGE UNIVERSITY

R. M. WEST

University of Minnesota

Some years ago a dean in one of our mid-western universities achieved distinction in some quarters and notoriety in others by suggesting a University organization without deans, without a registrar, and without a central administration of any kind. Instruction and research were to be the sole functions of his institution; and if in the course of events any administration became necessary the instructors were to be the sole administrators. He described a Utopia for higher education, which, like most such figments of the imagination are impossible of realization because they presuppose a type of human nature which exists neither in our faculties, our student bodies or society in general, in sufficient quantities to be a determining factor.

As a matter of fact the tendencies in administration of higher education are not in the direction of fewer officers with combination of functions in the instructor and not in the direction of simpler organization; but toward greater differentiation of function resulting in more complex organization with more central administrative officers. This development demands a better understanding of duties, a clearer definition of relationships and better articulation between offices and officers than has ever existed in the past.

Whether a "Mark Hopkins on one end of a log" fails to appeal to the youth of today as offering too little opportunity for the display of his society emblem and decrepit Ford; whether the world has failed to keep pace with the numbers of college students it has produced, in the production of the necessary number of Mark Hopkinses; or whether the rapidly disappearing supply of logs is responsible for the changing conditions; I cannot say. It seems safe to assume, however,

that society will be called upon to provide higher education more and more on the wholesale plan, and that in complying with this demand our institutions of learning will become more and more complex in their organization, in their administrative functions and in their inter-institutional relationships. As these conditions develop they will demand better, more complete, more detailed, and more rapidly available records of scholastic achievement and personnel than those which have generally been kept in the past. I do not believe that the time will come when the functions of the registrar's office will disappear or become less important as factors in determining institutional policies than they are at the present moment.

Whatever the future may have in store, however, the immediate importance of educational records is such as to justify a consideration of the functions of the office in charge of those records and some thought as to its organization and administration.

It would be presumptuous as well as futile for me to attempt an outline in detail of the operations which should be performed by the registrar's office or the organization which should be effected, without first making a job analysis of the duties which have been assigned to that office in any particular institution and the relationship of that office to others within the institution. I presume there is no type of office that differs more widely in these duties and relationships than the registrars' offices of our American colleges and universities. It is entirely possible that there are no two such offices in the United States and the Dominion of Canada exactly alike in all of these respects.

Some of you will recall a bulletin entitled "Technique of Procedure in Collegiate Registration" which was published a few years ago by the United States Bureau of Education. This bulletin, by the way, was prepared not by a registrar but by an assistant professor of Education. It specified in detail exactly what operations should be performed, how, when, and in what order, even to the hours of the day during

which the office should be open. Sample forms were given, and like a mail order dwelling, the whole thing was ready to put together. In the mind of any experienced registrar, however, the perusal of this document would at once raise two questions: First, would the thing be able to operate when it *was* put together; and second, could any institution be discovered or organized that would be willing to subordinate its educational policies to fit this particular form of operation? Personally, I doubt whether the publication served any valuable purpose or, for that matter, any purpose whatever, except to add to the sum total of Master of Science degrees in education.

On the other hand, somewhat more recently, O'Rear outlined for teachers colleges and normal schools the operations usually performed by the registrar's offices of those institutions, and, although in my opinion, he attempts more detail than a thesis of the kind warrants, his text is well worth reading by any registrar and carries many valuable suggestions for both organization, and operation. Even O'Rear, however, fails to discuss the operation of the registrar's office from the standpoint of the underlying principles.

Fundamentally, I believe the character of the organization and operation of a registrars' office must be determined by the educational policies of the institution which it serves. No office procedure which may be set up will prove to be satisfactory in the end unless these policies are taken into account and their requirements fully met. The registrar's office like other administrative offices, it must be admitted, is merely a means, though an important one, to an end and it must be recognized as an adjunct to the institution whose primary functions are the teaching of students and productive research.

Existing office procedure is never a valid argument against such changes in institutional policy as appear to be educationally sound. In fact, the registrar should welcome most cordially such changes as offer him an opportunity to do new things in new ways. His organization should be adaptable

in the highest degree to any faculty proposal. The registrar should proceed on the principle that he can and will formulate an effective *modus operandi* which will safeguard the interests of his office as an office of record and which will fit into any educational plan or change of plan that may arise.

Progress has never been achieved through devotion to existing forms or reverence for things as they are. We probably would not have air transportation today if the Wright brothers and others had insisted that tracks must be laid for the guidance of their planes. Nor would we have trans-Atlantic telegraph service if the engineers had conceived of no way to string wires except on poles.

In the *second* place, no plan of operation should be set up, nor administrative procedure adopted which precludes the possibility of giving full consideration to the problems of individual students. This is as true a principle in educational administrative matters as in educational policies themselves. It must not be forgotten that the student is the primary reason for the existence of the registrar's office.

Third. Proper articulation with other administrative offices is essential in any procedure which may be devised. This is particularly true in institutions where functions of several offices are closely inter-related or actually overlap each other.

Fourth. So far as possible members of the teaching staff should be freed from routine clerical service and left to exercise as fully as time and facilities permit, their own functions of teaching, research, and educational advising. While the registrar, himself, should be more than a clerk, his staff is essentially a clerical staff and should perform the necessary clerical service.

Finally, of course, the proper safeguarding of the responsibilities specifically assigned to the registrar is an essential feature of any of his office procedures. This includes in addition to obtaining the information needed for his records and the records of other offices, the observance of good office procedure and economy in administration.

These in my opinion are the essential principles which should govern in formulating any operation of the Registrar's office. By reason of the fact that most of these are variable factors dependent on the peculiarities of the individual institution, it is impossible to describe one method of registration, one form of registration blank, one plan for keeping records, and assert that to be *the* method, form or plan. If an operation is devised which adequately provides for all of these factors it is good; if it fails with respect to any one of them it is bad, notwithstanding the fact that it may have the endorsement of every registrar in the country and the tradition of a hundred years practice to recommend it.

One of the first steps in organizing a satisfactory office procedure is to obtain a clear statement of the functions which the office is expected to perform; its powers, and its responsibilities. Such a statement can usually be formulated from a codification of the various faculty and governing board actions affecting the registrar's office which have been taken from time to time. As an example I might cite from the laws and regulations governing the University of Minnesota in which the duties of the registrar have been defined by the Board of Regents as follows:

"It shall be the duty of the Registrar to

"1. Determine the qualifications of students for admission to all departments of the University.

2. Determine the amount of fees to be paid by each student.

3. Enforce regulations in regard to payment of the same and determine refunds.

4. Supervise the registration of all students and submit to the instructors the only evidence of the student's right to attend class.

5. To receive from each instructor the term grades of his students, to properly record same, and issue transcripts of such records to the students.

6. Ascertain and report whether the records of candidates for degrees show them to be entitled to graduation.

7. Compile and edit such publications as—
 - a. Bulletin of General Information
 - b. University Address Book
 - c. Information for New Students
 - d. The Annual Register
 - e. Communications to high schools and other preparatory schools.
 - f. Baccalaureate programs
 - g. Statistical tables, etc.
8. Distribute College Bulletins
9. Act as an executive officer in the enforcing of such University regulations as pertain to his office.
10. Act as Secretary to the University in charge of all communications not addressed to specific persons.

In the performance of his duties he is directly responsible to the President."

These duties with such others as have been added on occasion represent the constitutional provisions under which the office is organized. The legislation of the University Senate, of its Committees, and of the several college faculties determines our methods of procedure.

An effective method of showing office organization is by means of charts. This is effective because it presents in a comprehensive and tangible form all of the phases of the organization because the construction of the chart requires a careful working out of the detailed relationship, and because it serves as a basis for study and modification in the light of changing conditions. The first chart shows the general organization, relationship, and functions of the Registrar's office at the University of Minnesota. In the second chart the detailed organization of one of the four departments (the office of Secretary to the Registrar) is shown and in the third are diagrammed the functions and relationship of one of the Bureaus (Central Filing) of the Secretary's Department.

These are presented not as examples of ideal forms of organization or as forms adapted to any other institution; but merely as examples of what every registrar may do in

picturing his own organization as a basis for development and greater effectiveness.

Obviously, from what has been said, it would be neither profitable nor to most of you interesting to attempt to list and discuss in detail all of the possible functions of a registrar's office. There are, however, certain types of functions more commonly assigned to college and university registrars which might be mentioned briefly and not necessarily in the order of their importance.

Those I have selected as being more generally assigned to the registrars of the larger colleges and universities are:

- | | |
|------------------------------|-------------------------------------|
| 1. Admission | 7. Assessment of fees |
| 2. Advanced standing | 8. Student advice and contacts |
| 3. Registration procedure | 9. Institutional contacts |
| 4. Scholastic records | 10. Public contacts |
| 5. Reports and Transcripts | 11. Statistical studies and reports |
| 6. Certification for degrees | |

1. *Admission*: The enacting of legislation governing the admission of students is primarily a function of the teaching faculty, although it obviously is proper for the registrar to propose such legislation as his experience in administering the rules of the faculty may show to be desirable. The administration of this legislation, on the other hand, is essentially a one-man job and whether it is performed by the individual styled as registrar or by some other officer of the institution under his direction, the function belongs to the registrar's office, as I conceive of it.

It is the business of the faculty to say what the preparation of the student shall be in order to be admitted. It is the business of the admissions officer, not a faculty committee, to say when and in what cases these requirements have or have not been met, arranged for the necessary examinations, and take charge of the credentials filed in satisfaction of the faculty requirements.

Administrative procedure may at times require faculty approval, and the faculties, of course, are entitled to full reports on the results of the application of their rules govern-

ing admissions and full information as to such exceptions as may have been made. It seems highly desirable however, that the actual administration should rest with a single officer and not with a board or committee. An applicant for admission having complied with the institution's specifications in submitting his credentials, is entitled to an immediate and authoritative statement either that he is acceptable or as to the exact conditions which he must meet before he can be admitted.

Obviously the applicants preparatory record and the conditions of his admission constitute the initial entry on his scholastic record in the institution to which he is admitted. It appears logical, therefore, that his entrance records belong to the registrar's office and that simplification of records and procedure justifying the assigning of the duties of admissions officer to the registrar of the institution.

2. *Advanced Standing*: The determination of advanced standing depends upon two factors: First, the relative ratings of the institutions from which credits are presented,

Second, the equivalency of credits presented in individual cases in terms of the subject matter and credits of the receiving institution.

The governing principles in the determining of advanced standing are fairly well established inasmuch as this represents an inter-institutional relationship and affects every recognized institution of higher learning in the country. However, the extent to which any given institution is to be recognized rests in the college faculty as does the final determination as to equivalency of subject matter. Nevertheless, it is wholly feasible for individual cases to be satisfactorily adjusted by an admissions officer. Such an officer must, of course, be thoroughly conversant with the general principles governing the relationship between educational institutions; with the subject matter of the courses of his own institution and the requirements of the various curricula it offers. Some plan for indexing and classifying cases necessarily referred to departments concerned will afford a basis for

the utilization of the precedents so established in formulating and unifying the office policies in evaluating advanced standing.

The type of information which should be required in submitting credentials for advanced standing has been covered by action of this Association and may be found in the proceedings.

The original transcript from the sending institution together with the statement of advanced standing allowed, like the high school record of the student entering from a secondary school, constitutes a part of the student's scholastic history and belongs to the records of the registrar's office.

The permanent record of the student should carry full information concerning any advanced standing which may be allowed.

3. *Registration procedure.* The registrar should be directly responsible for the registration procedure and for final authorization for admission to classes. However, it is generally recognized that advice as to the selection of courses and curriculum is primarily a matter of educational policy and as such is a function of the teaching faculty. The procedure of registration should be so organized as to ensure such faculty contacts with the student as the faculty itself may desire and at the same time provide for the registrar's office the specific information that may be necessary for the proper keeping of his scholastic records and for articulation with other administrative officers. The type of registration form, the order of procedure, the information to be required of the registrant, the faculty approvals to be obtained, the length of period to be registered for, questions of pre-registration, etc., all must be determined by the individual requirements of the institution's faculty, curriculum specifications, and functions assigned by the administration, respectively, to the registrar, the deans, the faculty advisers, and other officers of administration.

While obviously there is no best method for all cases, a few

general principles may be enumerated as a guide in formulating a procedure suitable in any given case.

First. Duplication of forms and information should be avoided at every possible point and only essential information required.

Second. So far as possible, the registration process should be freed from all extraneous procedures which can be equally well accomplished at other times.

Third. As much of the work of filling out forms as possible should be done by the student in order to relieve the office staff of routine copy work at the period of peak load.

Fourth. Final checking for curriculum requirements, prerequisites, and faculty rules covering registration of students should be performed by the registrar's staff, which is, in general, better equipped and trained for this work than members of the instructional corps. Frequently, too, this final checking necessitates comparison with the student's permanent record.

Fifth. Forms should be devised which will eliminate so far as possible the human element of error both in filling them out by the student and in the final checking by the office staff.

4. *The Scholastic Record.* The form in which the scholastic record is kept is no longer a matter which concerns the registrar's office alone. More and more these office records are being used by faculty committees, other administrative officers, and graduate students as a source of research material. They have become, in a sense, public records.

Whether the record is kept on a card system, a vertical file sheet, a visible index sheet, or a loose leaf binder sheet; the size, form, and style are all matters of individual preference and largely immaterial. Advantages and disadvantages will be found inherent in each of these systems.

The important features of the record, whatever its style or form, are in my opinion included in the following specifications:

First. Entrance record and essential personnel information should be on the record in order that frequent reference to the files may not be necessary.

Second. The record should show clearly the courses registered for each quarter or semester. Both catalogue numbers and descriptive titles should be entered; the credit values for each course should be indicated and the final grades recorded when received.

Third. The record should be complete as to petitions, disciplinary actions and penalties, changes and cancellations of registration, and petitions affecting the curriculum followed.

Fourth. Some device should be used on the record to indicate at a glance the extent to which graduation requirements have been met from term to term.

Fifth. Private code markings of all sorts should be avoided and the record should be capable of transcription without special interpretation in order that it may be used intelligently by others than the technically trained office staff.

This last is an important feature, because its observance simplifies the training of new office workers and decreases errors in checking and interpretation. It will prove a real factor in office economy, particularly in connection with the increasing number of educational research projects for which the student's scholastic record is essential.

Fundamentally, of course, the so-called permanent record of the student is a transcript and not an original record. The original and basic records of the Registrar's office are (a) the admission data, (b) the registration blanks for each semester or quarter, (c) the instructors' reports, and (d) approved petitions and faculty committee minutes, all of which should find permanent filing space in the registrar's office.

5. *Reports and Transcripts of Records.* Obviously, there is only one officer in an educational institution who is competent to issue an official transcript of the scholastic record. That officer is the registrar who is in charge of and responsible for the record.

The principles which govern the issue of such records—when, to whom, and the conditions under which they will be issued or refused—may differ widely in different institutions. In general, it seems clear that the student is entitled to know

his own status at the close of each quarter or semester and practically every registrar's office issues reports to students at those times. Some institutions send reports to parents as well; and some make similar reports to the high schools or other colleges from which students have entered and to other administrative or advisory officers of the institution. The form of this report, therefore, should be such that it lends itself readily to duplication and easy and accurate interpretation.

The policy with reference to official transcripts of record also varies greatly. In some institutions these are issued to students themselves; in others, only to other institutions and certificating agencies at the students' request. Various fees are charged for this service and in some institutions it is performed without fee.

Whatever the practice may be, there is one fundamental principle which no registrar can afford to ignore, namely, that a transcript should always be complete and represent accurately the student's exact status with respect to the institution and the course of study he is pursuing.

Who is and who is not entitled to information as to a student's record is a question which the registrar is frequently called upon to decide. A safe guiding principle is the theory that a student's scholastic record and the personal data he has given the institution on matriculation are, in a measure, his personal property with a few exceptions to be given out only at his own request.

The parents of a student are always entitled to full information and near relatives should receive it if their reasons are satisfactory. In my opinion, other students, student organizations, the press and other officious but unofficial individuals should be refused this information unless accompanied by a signed request from the student or students concerned. The prospective employer is usually satisfied with a general statement as to the student's success in college and is more concerned with his personal characteristics. It seems fair to assume, however, that such an employer is authorized to

receive this information by the fact that the student has named the institution as a reference.

At Minnesota it is the practice to refuse all information in cases in which the student has failed to meet any of his financial obligations due the University. On the other hand, the University has always refused to act in any way as a collection agency for outside firms or individuals.

Members of the instructional and administrative staff are always given access to the records of the office.

6. *Certification for Degrees.* While it is the function of the teaching faculty to prescribe the requirements for a degree, it is clearly the duty of the registrar, who is responsible for the record of the student's scholastic progress, to certify to the completion of the graduation requirements.

This would be a reasonably simple clerical procedure if every candidate had followed without deviation the published curriculum, if curricula were not constantly changing from one year to another, and if students normally completed their courses of study without interruption and within the period of years assumed by the curriculum.

At Minnesota, practically a third of each graduating class is made up of students who have completed a part of their work at some other college or university and have consequently been to a greater or less extent irregular in their courses of study. A second third is composed of those who for one reason or another have dropped out of college for a quarter, a year, or several years during the time between matriculation and graduation.

The problem becomes more complicated, not by the dropping of old courses and the offering of new courses, both of which occur in large numbers each year, but by the fact that new courses frequently combine parts of the subject matter of old courses in varying amounts of duplication. These are confusing to advisers and registrar as well as to the student.

There are, however, certain guiding factors which may be used in formulating a working policy.

First. The bulletin under which a student enters the insti-

tution may be considered in the light of a contract between the institution and the student, with the understanding that it is in force so long as the student makes normal progress toward graduation.

Second. Every student may be required to do the work of the class with which he graduates. If this principle is followed a student who leaves college for a time, or who fails in his work to such an extent that he drops back of his class will graduate under the provisions of the bulletin of the class with which he finally graduates.

Third. It is conceivable that a student who has been forced to interrupt his course of study may have acquired a certain equity in his original contract. For example, due to illness in his final semester a student may drop out of college for a year or more. It seems only fair that such a student should be permitted to graduate on the completion of his original course of study, even though the curriculum may have been changed materially during his absence. In less obvious cases some adjustment frequently appears to be equitable. In general, therefore, while requiring each student to do the work of the class with which he graduates, no additional requirement should be imposed for any year which has been fully completed prior to leaving college or failure of promotion with his class.

Fourth. All exceptions to the rules in individual cases, substitutions for required work, credit penalties imposed, etc., should clearly appear on the student's record, together with the results of faculty committee actions affecting that student's curriculum requirements.

Fifth. Occasional conferences with each junior and senior student should be arranged so that there may be no last-minute misunderstandings concerning his graduation status. This is of particular importance when a qualitative as well as a quantitative requirement is a part of the graduation specifications. It is important, too, that the student should have a written memorandum of the results of this conference. This can usually be accomplished by filling in a printed form at the time.

In most institutions the recommendation of the faculty is an essential requirement for a degree. This recommendation is, of necessity, more or less perfunctory, as is the conferring of the degree by the governing body. The real responsibility for enforcing the faculty rules for graduation necessarily rests with the responsibility for the record in the registrar's office.

7. *Assessment of Fees.* The establishing of tuition, laboratory, incidental fees, penalties, and the basis for refunds is properly a function of the governing board of the institution which is responsible for its financial policies.

The assessment of fees in individual cases, however, is frequently a function of the registrar's office. In other instances the fees are both assessed and collected by the cashier or bur-sar of the institution. In any case, however, the registrar who controls the scholastic record should be responsible for seeing that all financial obligations are met by the student either before authorizing his admission to class, or, if deferred payments are permitted, before his credits are allowed him and before subsequent registrations are accepted, or the degree conferred.

Where the tuition or laboratory fees depend upon specific courses carried it appears to be better practice to make the assessment from the official registration blank in the registrar's office. In any case, the registration procedure must make adequate provision for close articulation between the offices of the registrar and cashier.

8. *Student Advice and Contacts.* With increasing differentiation of functions in our larger institutions, the establishing of offices of deans of men, deans of women, and special advisory officers for vocational and curricular advice, the student contact with the registrar's office is becoming more and more limited to official business connected with the student's record, admission and advanced standing, penalties for infringement of faculty rules, removal of delinquencies, checking for curricular requirements for degrees, checking scholastic record for eligibility for athletics and other extra-cur-

ricular activities, determination of residence where residence is a factor in assessing fees and official communications concerning final grades and registration. In the smaller institutions many of the duties of special officers and deans still are vested in the registrar's office.

Even in those cases, however, in which the advisory features of the registrar's functions have largely disappeared the registrar has a real duty to perform in protecting individual students from the machine enforcement of regulations where exceptions can and should be made without endangering the interests of the general student body. Advice as to procedure in special cases can best be given by the registrar, who should be more familiar than any other officer with the regulations of the faculty, precedents that have been established in exceptional cases, and procedure for obtaining exceptions.

The principal sources of difficulty for the average student lie in the poor counsel he receives from older students and from members of the faculty who are rarely conversant with their own rules and the rulings of administrative offices of their own institution.

9. *Institutional Contacts.* The registrar as a central institutional officer charged with the enforcement of faculty legislation as it affects the student records must be in a position not only to be fully conversant with such legislation but equally conversant with the discussion and purposes and temper of the faculty bodies which enact the legislation if he is to administer his duties effectively.

In some universities the registrar serves as secretary of some or all of the college faculties and it is common even in the larger institutions for that officer to be secretary of the central faculty body frequently designated as the council or senate.

I believe it is essential that the registrar should be an ex-officio member of all general university legislative bodies and of all college faculties in order that he may be fully familiar not only with the printed records of their meetings, but with their discussions as well. Whether or not advantage is taken

of his clerical staff by making him secretary is more or less immaterial. I think, too, that it is of importance for the registrar to receive full minutes of all faculty committees who deal with the administration of student affairs, and that his office should be represented on such standing and special committees of the University as may be necessary to guarantee the proper articulation between the registrar and other administrative officers.

What these committees should be will again depend largely on what particular functions have been assigned to the registrar in any given institution.

10. *Public Contacts.* The registrar's contact with the public is largely confined to bulletins and general correspondence, the conveying of information concerning the University to prospective students, and information concerning students to their parents.

No small part of his duties consist of answering questionnaires and avoiding giving wholly unimportant but apparently highly desired information to the public press. To attempt to express this function in any finite terms presents too intricate a problem for discussion here.

11. *Statistical Work.* Finally, one of the most important of the functions of the custodian of scholastic records is the duty of assembling and interpreting information from those records which will be of value in determining the educational and administrative policies of the institution. The possibilities for the performance of this function are unlimited and the extent to which such information is made available determines very largely the importance of the office within the institution.

Whether the registrar's office is looked upon simply as a clerical office of record or as an administrative office taking its full place with other offices of administration depends upon whether the officer in charge appreciates the potentialities in the records of scholastic achievement of which he is custodian.

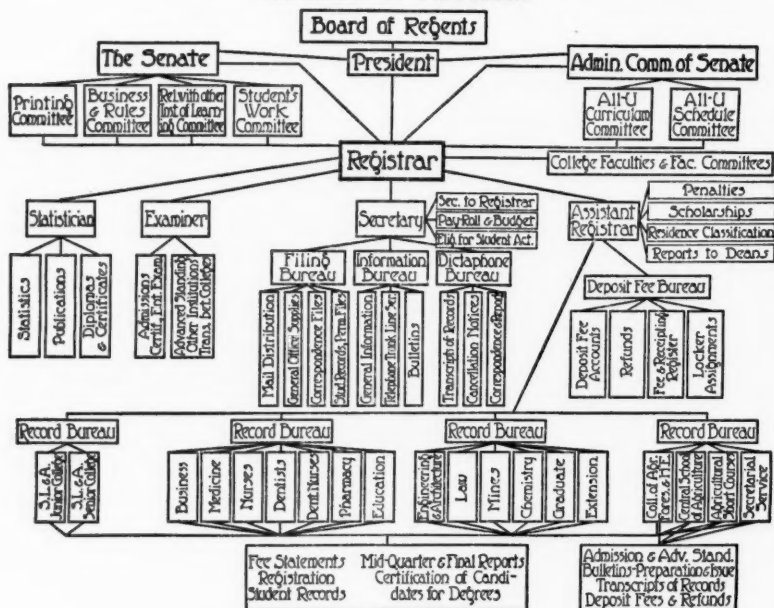
Routine statistics, of course, are an important feature, en-

rollment trends from year to year, degrees conferred, sources of students and the professions and destinations of graduates.

But more important than these are the tendencies in education and comparisons between educational requirements which can be measured objectively through the available data in the office.

There is no other office in an educational institution so fruitful in data of value for educational research. When

ORGANIZATION, RELATIONSHIPS & FUNCTIONS OF THE REGISTRAR'S OFFICE UNIVERSITY OF MINNESOTA

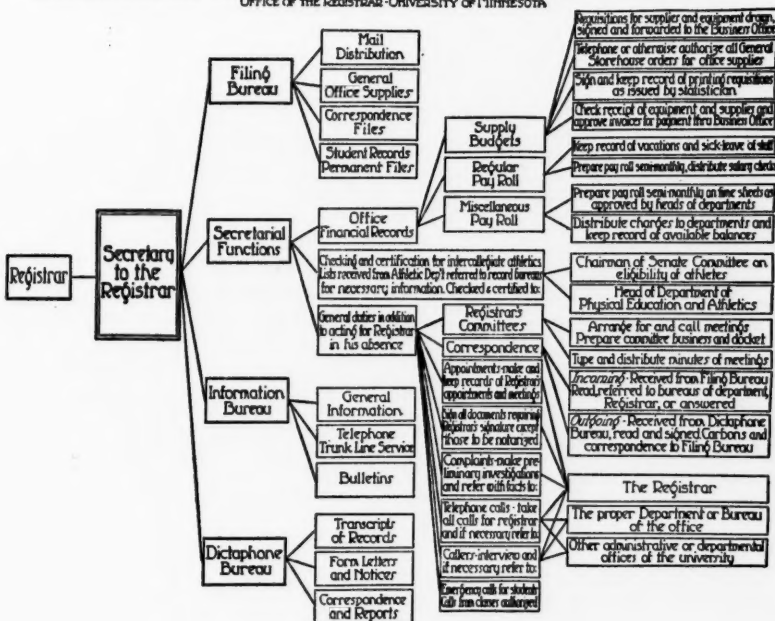


properly prepared and interpreted these data may readily prove to be the source of the institution's most valuable contributions to the problems of educational science in general and to its own internal administrative problems in particular.

And I have here three charts that I want to show briefly. I am showing these not because I think they are ideal for many of the organizations, but because I think this is the way in which to formulate your own organization, and it is some-

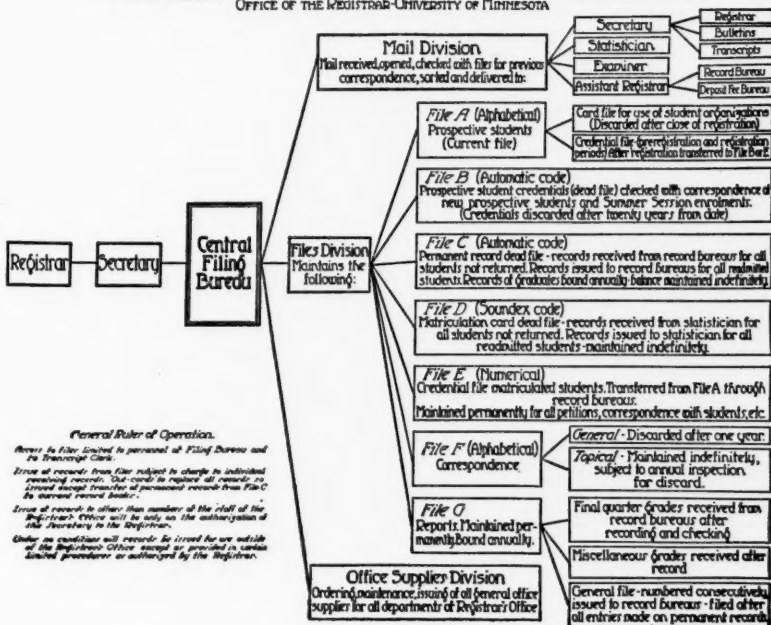
ORGANIZATION AND FUNCTIONS OF THE OFFICE OF THE SECRETARY TO THE REGISTRAR

OFFICE OF THE REGISTRAR - UNIVERSITY OF MINNESOTA



ORGANIZATION AND FUNCTIONS OF THE CENTRAL FILING BUREAU

OFFICE OF THE REGISTRAR - UNIVERSITY OF MINNESOTA



General Rules of Operation.

Access to files limited to personnel of Filing Bureau and its Branches.

Issue of records from files subject to charge to individual receiving records. Out copies to replace all records as issued except transfer of permanent records from File C to current record books.

Issue of records to other than members of the staff of the Registrar's Office will be only on the authorization of the Secretary to the Registrar.

Under no conditions will records be issued for use outside of the Registrar's Office except as provided in certain limited procedures as authorized by the Registrar.

thing that any registrar can do for his own office. Of course, this is for a large office.

Now, as I say, I don't want anyone to think I expect you to copy these charts and try to apply them to your own office, because I have no expectation this plan would apply to anyone else. I think, myself, one of the most valuable ways to develop your own organization is to picture it, to see how it looks and works.

Mr. FRILEY: Mr. West has done a very fine piece of work; it is an excellent foundation for further study and certainly for discussion.

The topic is now open for discussion.

Mr. IRA M. SMITH, University of Michigan: I think Mr. West has given us a paper so full of material that it will take us all year to assimilate it.

We are all doing the same thing, in the large, but we are doing it somewhat differently in the mechanics.

I believe if we would take the three charts which Mr. West has presented and put them before us when we go home, all of us, and just think through the cycle of work in our office for the year and jot down on sheets of paper what we do the first of May,—what we do in the summer, what we do in the fall, in the mid-year, et cetera—and, after jotting down those items, go back over the outline and fill in the names of your staff who do the work—that such a good job analysis will help you help yourself.

We have gone through this process at the various places I have had the privilege of working. We have not charted the thing as elaborately as Mr. West has but we have a type-written form of what we will do each quarter of the year.

Service first to the administration, then to the faculty and to the students and the job analysis will be complete when we give good service.

Now, the office analysis will tell you a lot of things, perhaps, you have not thought of in the past. Just try it.

I know that at my own institution, where I have been working for four years and where we are working under tradition,

is operating quite contrary to the outline of Mr. West but we hope to bring it in line with his plan some day.

I think it is a good thing to go in the other man's workshop and find out how he does his work and profit by his experience.

Then another point which he mentioned and which I would like to emphasize is institutional contact. The registrar, I believe, has a chance of forming institutional contacts with all of the schools of the State. In Michigan, all State Teachers' Colleges and the University work together in keeping their contacts with other Colleges of the State and with the secondary schools of the State.

The Registrar, as an admission officer, has more to do with the high school principals than with the faculties in his own college. Now, it behooves us to get acquainted with the high school principals and find out what they mean when they say certain things about certain students, whom they are recommending for admission.

That is one of the best things a Registrar, can do to support his own institution and the higher institutions throughout the State—by getting the good-will of the high school principals.

Mr. THERON CLARK, University of Southern California, Los Angeles, California: I would like first of all to express my great appreciation for this splendid and thoughtful and thorough study of the problems in the great institution. However, incidentally to other thoughts in connection with it, it struck me with a little touch of humor and I think, first of all, that Mrs. West ought to be most heartily congratulated on the type of man whom she chose for a husband because any man who can be as independent in his thinking as we know R. M. West can be and can, at the same time, adapt himself to the wishes of the faculty—when, if his faculty is like the faculty I am in touch with—we often find they cannot determine what their own wishes are in time to put them in operation—I think any man who can do that shows a wonderful spirit of adaptation.

I am glad, however, to get that point of view and that is one reason why I wanted to call attention to it, I think we needed to get that point of view.

Mr. WEST: I did not say I could do it.

Mr. FRILEY: The next topic is very closely allied to the first, so I am going to ask Mr. Hoffman, now, to begin the discussion on the "Recent Developments in Recording Systems." Mr. Hoffman of the Pennsylvania State College. (Applause)

Mr. W. S. HOFFMAN, Registrar, Pennsylvania State College: As you know, I am particularly fortunate in having my predecessor, one of the former Presidents, still on the job at Pennsylvania State College in the capacity of Professor of English Composition. When I wrote my paper, I took it and asked him to correct it. When he saw the title he said, "Change that title and insert one word." So, my title is "Some Recent Developments in Recording Systems."

I am going to have passed among you some sheets that have been prepared, not by myself, but by the companies from which I buy my supplies and I shall refer to them from time to time in connection with this paper, so, if you will, while I am reading the paper, start the distribution.

SOME RECENT DEVELOPMENTS IN RECORDING SYSTEMS

W. S. HOFFMAN

The Pennsylvania State College

The topic assigned to me I shall cover only in part, restricting myself almost entirely to a discussion of the two changes recently made in the method of keeping student records in the office of the Registrar of The Pennsylvania State College. The one change, the use of tracing cloth record sheets, you will find described in detail in my contribution to the July, 1928, number of our *Bulletin*. The other is the use

of Tabulating-machine cards for grade reports. With your permission, I shall present again some of the material that appeared in the *Bulletin*.

Student records, you will all agree, should be so made that they are easily filed, available, copied and understood. For these reasons such records were apparently first kept in bound volumes with the names entered alphabetically by classes. But it becomes increasingly troublesome and awkward to be compelled to place out of alphabetical order the names of those students who registered late; and more than annoying to hunt the record of a student who had not been in attendance for a year or more and who then was grouped not with those with whom he was attending classes but where he would have been had he been in attendance continuously from the date of his matriculation. An inspection of the books in which records were kept in almost any college only twenty-five years ago indicates the many petty annoyances that our offices then contended with. Apparently cards were the next solution and, in the East, Cornell University seems to have set the style. Record forms from the University of Pennsylvania and from the institution I represent indicate this common origin. The invention of many forms of loose leaf binders was the next step in the evolution of the method of keeping student records. When, for our convention in Atlanta, I prepared the exhibit of forms then generally in current use, I was struck by the large number using this new type of record.

With all these changes the only item considered was the medium to be used—books, cards, or loose-leaf books; the records were placed upon the cards or pages in the same way. The one problem of filing had however been solved. With little loss of time an individual record could easily be added or removed in a system employing either card files or loose leaf binders.

The next problem that took our attention was that of making the record usable. Deans were howling in the office; Papa and Mama wanted grade reports; Principal Teazle of

Littletown High School wanted to know how well his graduates were "doing" in English; and the registrar of Circumjacent University was making inquiries as to when he could expect that transcript. Many excellent forms were devised for all these purposes; but they all had this one weakness: it took considerable time to make a copy. Moreover, errors were made all too frequently by the most careful of recorders and transcript clerks. Photographic reproductions were a solution but were never cheap and could seldom be folded without breaking or cracking.

Two registrars, Mr. J. G. Quick of the University of Pittsburgh and Mr. Alan Bright of Carnegie Institute of Technology, close neighbors, developed the next idea, records on tracing cloth. This device was a logical development from the loose leaf record form and had the additional advantage of making many exact copies available both quickly and cheaply. Mr. Quick and Mr. Bright used blue print reproductions of these tracing cloth records to meet the numerous requests from various college officers and others for exact duplicates of the registrar's records. The A. H. Mathias Company of Pittsburgh, commercial blue printers, were of great help in making the new idea successful, and have supplied the University of Pittsburgh, the Carnegie Institute of Technology, and The Pennsylvania State College with a high grade of blue print copies.

There is one objection to blue prints; they are negatives. The secretaries of the several deans at The Pennsylvania State College could not find a satisfactory method of placing notes upon these blue print records. Red pencil on blue is readable but causes a rather severe eye strain that was frequently brought to my attention.

A new German process seems to have eliminated these objections. Prints made like blue prints, but developed by exposure to ammonia fumes, gave a brick-red line on white somewhat resembling a sepia print. This method of reproduction is called the Ozalid process. Prints made by this method, except for color, might easily be mistaken for the

original record. Unfortunately, some customs' or patent office difficulties make the preparation or coating of this paper in the United States an impossibility and at present it must all be imported from Germany. Canada, however, has overcome this difficulty, and a concern in Montreal is now preparing paper. A representative of the Eugene Dietzgen Co., has informed me that, at an early date, he expects to have the paper prepared in this country, an assurance which will mean a reduction in both cost and time.

The Pennsylvania State College uses Ozalid prints whenever copies of a student record are needed. The Pennsylvania state department of Public Instruction accepts them: all Medical Colleges receive them as preliminary transcripts; with one exception, institutions of higher learning in Pennsylvania to which our students transfer accept these Ozalid copies; parents, students, and high schools receive them as grade reports. In each instance the print is an exact copy of the original in the office of the Registrar and, if the original is correct, no errors can occur in the print.

The Eugene Dietzgen Company has prepared the specimen Ozalid copy of a record form. May I ask you to note the left hand edge of this form—which provides spaces for the home address of the student and also for that of his parent or guardian. All the recording clerk needs to do in order to send out a grade report is to fold one of these prints, insert it in a window envelop and seal it. No one needs to type addresses on envelopes, and no time is lost in seeing that John Jones' report is not placed in Henry Smith's envelope. Perhaps I should add that we enclose with each Ozalid print a letter of explanation when the print is used as a grade report or as a transcript.

To this whole method there is one objection which I have been unable to overcome, we cannot place on linen sheets as we did on the records when written on card board, the student's photograph taken at the time of his matriculation. A copy of the photograph is furnished to the student's dean and the registrar's copy is placed upon the application blank.

The many other advantages of this method of recording and duplicating a student's record more than offset this slight disadvantage.

For a more detailed statement of this method of keeping student records may I again refer you to the *Bulletin* of our association for July, 1928.

But the chore of recording has more to it than the mere selection of the method to be used and the making of duplicates. In addition, grades must be reported, they must be recorded, and in most institutions averages and class standings must be computed.

When the time comes for the Registrar's staff to record grades the one fact that must be kept constantly in mind is that deans, students, and parents want their reports at once. Any change that can be made in the method previously used is an improvement if it will save time. I make this statement in spite of the fact that cost is also an element, and sometimes the Comptroller may inform you that time alone may not be considered. In addition, any method that requires that grades be written more than once in order to get them on the permanent record form is a waste of valuable time. However, I hold it to be a sound axiom that any amount of work spent in preparing to record grades, prior to the date when grades are delivered to the office of the Registrar, is time well spent provided it saves subsequent labor.

The use of class cards for reporting grades would, I believe, eliminate a lot of the time now spent by many of us in recording grades. It takes much less time to sort Class Cards by hand into alphabetical order and then record the grades permanently, than it takes to record them on some temporary sheet in the order in which they are received, and later copy these grades on the permanent record forms, to say nothing of the errors that thus creep in or of the time spent in writing individual grade reports for students and parents.

Several colleges and universities represented in our association have placed mechanical sorting machines at the disposal

of the Registrar. Many of us remember Mr. Maruth's presentation of the use of the Tabulating Machine at our meeting in Boulder. Many saw such a machine in operation at Minneapolis—and a few, including Mr. Maruth, Mr. West, Mr. Stone, and myself, are lucky enough to have them in our offices.

Most of us here represented, I am led to believe from my study of your office forms, furnish the instructor with a class card for each student in the class. Many of you have the instructor use these same cards in reporting grades to your office at the end of the semester. Mr. Stone at Purdue was perhaps the first to use the Hollerith tabulating cards for this dual purpose. The Tabulating Machine Company has prepared reproductions of cards of the type used at the Pennsylvania State College for your inspection. The one printed at the top of the sheet represents the card as it is supplied by the company. The middle card represents the card as it looks after my staff has written the student's name, section and class number on it, and after the card has been punched for these items. The third reproduction shows the card as it is returned by the instructor; please note that all he needs do is to place the grade and his own initials upon the card.

A word about the punching of these cards should be said at this time. At the end of the first semester of the present academic year about 35,000 grades were reported to my office. We had, therefore, to prepare this number of cards. We found that with a "gang" punch we could, with a single stroke, punch all the grade report cards for one student indicating his name in code and in addition, the code of the recorder who should receive his cards. We then sorted the cards by hand into classes and sections and when all the cards for "section one of History 21" were assembled we punched them, on the gang punch, a dozen to fifteen at a single stroke. The use of the gang punch in this way saved a great deal of time and made errors in punching almost impossible; for even if the gang punch were incorrectly set it would still

punch all the cards for one set (a section) in exactly the same way and the machine would sort them into one group.

But I anticipate: when the card is returned by the instructor all well within the time limit set by the college, as you have all experienced, we run the cards, after each campus mail service, through the sorter, thereby arranging them alphabetically. This means, for the name code we are now using, and which we obtained from the University of Wisconsin, that the cards must go through the machine four times. Allowing no time for placing the cards in the machine they are sorted alphabetically at the rate of one hundred per minute. To divide the cards among the several recorders, an additional run through the machine must be made, thereby giving each recorder her own cards arranged alphabetically. Grades at the end of the first semester of the current academic year were recorded in five days, but we know that we could have recorded them in less time, for the machine sorts all of the grades for an individual student into one group and all the groups are arranged alphabetically, that is, in the same order as are the record sheets, and then it is as easy to record three or four or ten grades as one. In fact, for next June we plan not to begin to record grades until a very large percentage of the grades has been turned in.

As grades were recorded, the cards were placed in the book just as one would insert a card for a place marker. Each day, as the books became bulky, the grades recorded were checked against the cards in the book, the checker removing the card. By this method the time spent in checking was greatly reduced, although less time might be required if checking were not attempted until all grades had been recorded and all the grade cards for one recorder alphabetized.

After all grades and cards had been recorded and checked the cards were once more sent through the machine for alphabetization. At this time, index cards with the names of each student were inserted and when all the cards had passed through the machine four times the grades for each student were filed behind the index card bearing his name.

As soon as the grades were recorded and checked the making of Ozalid grade report prints began. Until a machine is invented that will record the grade as the grade report card passes through it there will probably be no marked saving of time over this method of recording.

My premise, you will remember, was that student records should be so kept as to be easily filed, available, copied and understood. I have told you how at least three and probably, if I read my correspondence correctly, a dozen colleges have solved the problem insofar as filing, availability and the making of copies are concerned. It is for you, and for parents, medical colleges, and others to tell us if we have made them understandable.

Only one item remains then, in the work of the recorder—the preparation of averages and class standings. There are many methods of doing the actual work of division. Mr. H. H. Armsby of the Missouri School of Mines has devised an excellent direct reading chart; others have tables with every possible average that can be made during four years in college; many have calculating machines of various makes, including slide rules. With the average once calculated the sorting machine again becomes of great aid.

Each year we prepare a card similar to the one Mr. Maruth showed us at Boulder, from which we make all our statistical enrollment tables. On this card we have spaces for the "semester average" and for the "average to date" for the two semesters of the year. The averages are then punched on these student record cards. The sorting machine will sort out all members of one fraternity, class, or any other division that the dean or the president may see fit to request, or it will arrange the cards for a group in their order of rank with the highest ranking student first or last in the group, as you may desire.

With all the cards for the senior class sorted out, or for any division in which you or some one else is interested, the average for the group is most easily calculated by the use of a tabulator. When the cards are passed through this machine

at a rate slightly under one hundred a minute, the sum of all the averages is indicated on recording dials, as well as the number of cards that has passed through the machine. The calculation of the average for the group is the work of but a minute.

We find that one girl can do the sorting on one machine, the adding of averages and counting of cards on the tabulator, and can compute averages on a Monroe calculator and still have plenty of time to powder her nose.

I hope you do not think that I have spoken too much about the work in one office, for in point of fact, with the possible exception of the use of the tabulator, everything I have mentioned as being done at The Pennsylvania State College has first been done some where else.

MR. FRILEY: Mr. Hoffman has presented something of unusual interest to you this morning. One of the big problems before us particularly the larger colleges, is an economical method of recording grades and also the ever-present problem of transcripts.

The plan which Mr. Hoffman is using and which is now used by a number of others seems to offer a way out. There are, of course, objections to be expressed but certainly anything that makes for quicker, simpler recording, is certain to be seriously considered.

The paper is open for discussion.

Dr. J. P. MITCHELL, Stanford University, Palo Alto, California: I think Mr. Hoffman has brought out one of Mr. West's statements very clearly. There are many of these important developments but it is always important to adapt them to our immediate needs.

First, I might like to ask for more information on one or two points. Obviously, this particular procedure is dependent upon the facility of the supplies. A small country college could not have access to the speed essentials. Then, there must be some point in the scale of size of institutions where that is economical and where it is not economical. A college

of 500 probably would not find such a scheme necessary; a college of 10,000 probably does. Is there any information as to where that boundary line runs?

If you say \$5,000 is the cost of this machinery, is the overhead justified? If Mr. Hoffman will give us some information as to the cost, it will give us an idea as to the boundary line and might be helpful.

I would like to ask about the use of these tracing cloth records. One advantage of cards—and, I suppose the majority of us use cards—is that they are easily moved about. It is easy to take the cards out of the file in the offices and bring them back.

How do you manage that in the case of these tracing cloth records?

Mr. HOFFMAN: The cost of the different items I have mentioned enters in, I believe, only in connection with the rental of the machines supplied by the International Business Machine Corporation. That is, I don't think the cost is any more to keep the records on tracing cloth than on cardboard.

I don't believe it will cost any more to have your grade reports sent in on the International Business Machine cards than on other cards. In fact, you cannot buy cards as cheaply as you can get them from the International.

The large item of expense is the rental of the machines. I did not mention that this time because it is in our minutes of the other meetings. However, I will state that for the machinery I have, I pay a monthly rental of \$71.50; that is, sorter, tabulator, which is an adding machine, essentially, and the punch. These machines, however, will do in an hour the work that two or three girls would take perhaps a week.

By actual experiment, I have found they can do in an hour far more than we can do in three days. Now, I always consider those three machines as one person in my staff and a pretty low-paid person at \$71.50 per month. I find the School of Education, the Department of Commerce and Finance, the Research Department of the College are using my machines often on a rental basis. That is, if they come in for an hour

or two a day, I charge them a day's rental for that machine; so, you will find that you will have a source of income if the institution is large enough to use the machine.

At Minneapolis, we had a demonstration of certain types of machinery and at that time, it seemed to be the consensus of opinion that the use of the tabulating machine was not warranted until you had an enrollment of one thousand. That up until that time, the Findex was fine for statistical study. We had a demonstration from a Registrar of a college with approximately one thousand students.

Since that time, after talking to Registrars of schools with an enrollment of about 600, I am convinced it would pay them to have the sorter but not the tabulator. The sorter is approximately \$40.00 a month.

The other question that was asked as to the removal of tracing cloth forms from the books. From an inspection of the forms in general use, I believe, over half of us are using books with loose leaf paper. Many devices are made for binding the loose leaf sheets,—this is an answer to the question in a way.

We never have any difficulty in removing a form, if we care to use it. We have a record for 600 students in a book three inches thick; instead of removing the record from the book, the clerk brings it to my desk in the book but if we need to insert or remove a record, it is a simple operation and one best explained by a representative of the Kalamazoo Loose Leaf Binder Company than by a Registrar.

Mr. E. B. STEVENS, University of Washington, Seattle: There is one question I would like to ask Mr. Hoffman—if he would favor recording a brief title, that would be printed and make the original record useful for the standard transcript of the American Association?

Mr. HOFFMAN: Prior to the adoption of the form that is used by the Carnegie Institute of Technology, University of Pittsburgh, and the Pennsylvania State College, I kept my records on cards on which I placed a full descriptive title.

A card does have one advantage. You can use both sides

and in compressing my form into the area that I can have on only one side of the tracing cloth—titles had to go. If you have received transcripts from my office, you have received in addition a little booklet, with descriptive titles of all courses offered by the Pennsylvania College arranged in alphabetical order.

I have solved it the best I can by the use of this additional little booklet which fits in the envelop, the same size we had this morning—a booklet of about 20 pages, I presume.

Miss EMMA E. DETERS, University of Buffalo, Buffalo, New York: Last fall, we adopted Mr. Hoffman's plan and the Kardex people were able to produce in the laboratory stock that is transparent and lends itself very well—then, we have also adapted it so I can use the Kardex System in the files and then it is, also, adapted—after the current year, it can be placed in a binder.

Mr. W. H. BELL, Utah State Ag. College, Logan, Utah: We have been attempting, the past year, to use this record and I would be glad to hear a suggestion from Mr. Hoffman about the success he has had with the system. I will ask if you have tried to make up your form or copy your form in the typewriter rather than by hand?

Mr. HOFFMAN: The answer is short—two letters. "No." We have never kept our records on the typewriter. When I first went into the office as Registrar, I had recently been married to a graduate of a Library School and she was astounded at the handwriting on our records, so I tried to teach the girls to learn the "library hand," under the direction of an instructor of that work in the Institution.

We found it difficult to get a person to change his style of handwriting. However, the clerks in my office, twelve girls, take engineering lettering for at least two semesters when they are first employed in our office, one hour a week, and I feel that my records are as legible as any in any institution because it is easy to learn to print but, apparently, a hard thing to learn to write legibly.

Mr. FRILEY: Is there any other discussion? The question

of transcripts through the blue print process has been mentioned, too. I think it will be interesting to this group for those of you who have had experience with that to discuss it briefly. There has been some objection, as we know, to a blue print but, also, the question has come up as to the mounting cost of transcripts as typed in the usual way, particularly in the larger institutions where the call for transcripts is so great.

Mr. WEST: We use the plan for transcripts—transcripts under the old plan were costing probably on an average of from 50c. to 60c. apiece and the blue print form costs us 2c. The stock on which we keep our record, of course, is slightly more expensive than the bond paper that we were using before; however, we include the descriptive title on our record. I personally, after the various things I have said from time to time, would be ashamed to send out transcripts without the descriptive title and I think that in most of the records you will find, as we did, the plan whereby we are using both sides of the sheet without changing the size of our records and we managed to get it all on one side of the sheet and still contain the same information as we had before.

The blue print record is absolutely authentic, as good as a certified copy, on non-erasable paper and we feel is very satisfactory and very economical.

Mr. STEVENS: I would like to ask Mr. West what device he uses when turning over from the card to the blue print transcript paper?

Mr. WEST: We did not make an attempt to do that. We took all the people who came in this year and had their records on the new form; the others, on the old form. The size of the sheet is the same, the only difference is for our transcript clerk, the amount of work is reduced this year and with this extra assistance that she has had, the work in the office in the number of actual transcripts to be typed decreases.

Mr. FRILEY: If there is no further discussion, we will adjourn for luncheon.

Adjournment.

LUNCHEON MEETING, TUESDAY NOON

APRIL 15TH, 1929.

Mr. E. B. LEMON, Presiding.

Mr. LEMON: Speaking for the Pacific Coast Association of Collegiate Registrars, it is a very great pleasure, I assure you, to have you as our guests on this occasion. We have looked forward to this convention for a good many months quite eagerly.

As you realize, this is the first time the American Association of Collegiate Registrars has ever held a meeting in the West. Once you got as far as Salt Lake and on another occasion, to Boulder, Colorado. Of course, those places are in the West but, still, a considerable distance from the Pacific Coast.

Some of us in the West have been going to the meetings in the East and Middle West for some time, and we are delighted that this year, the Association consented to come to the Pacific Coast.

My first Convention, as I recall, was in 1922 at St. Louis; at the banquet that night, I sat beside a Registrar from Massachusetts and, in the course of our discussion, he remarked, "This is the first time I have ever been West" and I said, "This is the first time I have ever been East!" (Laughter.) Well, I guess that is "west" as far as the Easterners are concerned, since back there the Mississippi seems to be the dividing line between the East and the West.

Anyway, we appreciate the situation. We realize that it is natural that distance should be more or less of a barrier to you people in the East, where the districts are so much more thickly populated and the Institutions are so much closer together. If distance were a barrier to us in the West, we would be compelled to stay at home.

In our own Pacific Coast Association, we held our last

meeting, last November, down at Riverside, California. We had a fine representation from all sections of our district and I should guess Riverside is between 1,200 and 1,500 miles from Seattle, yet, our Seattle, Washington, and Idaho people were there.

In planning a little informal program for this occasion, it occurred to us that you might be interested in hearing something of the educational policies on the Pacific Coast; so, we selected a man to speak to you for just a few minutes—a man who is, comparatively, a newcomer on the Pacific Coast. He was born in Tennessee, received his early schooling in Kansas, his college work in Iowa and then took his Doctor's degree in Massachusetts at Clark University. He has been in educational work in various sections of the country, more recently as Dean of the School of Education at the University of Arkansas. For a time, he was High School Inspector in Kansas, and, as I have learned in more recent months, he understands a Registrar's work quite thoroughly and certainly is very sympathetic with the problems with which a Registrar has to deal.

We have an event at the Oregon State College annually when it is our policy to bring some man of National reputation from East or Middle West to assist us for a few days. Two years ago we selected this man from Arkansas, and he came out to our Institution. We fell in love with him and after considering coaxing, he concluded he could live with us for awhile—so, he is now Dean of the School of Vocational Education at Oregon State College.

So we are presenting to you Dr. J. R. Jewell to speak to you briefly on "Education in the West From the Standpoint of an Easterner, Who Is Now a Westerner!" (Applause.)

EDUCATION IN THE WEST FROM THE STAND-
POINT OF AN EASTERNER, WHO IS
NOW A WESTERNER

DR. J. R. JEWELL

Oregon State College

Ladies and Gentlemen: After that obituary notice, there is only one way a man can begin, that is by being reminded of the situation down in Kansas some years ago where the minister was preaching a funeral sermon and he did about what my good friend and master, here, Mr. Lemon, did to me—and the newly bereaved widow, after hearing all the beautiful things he said about her husband, finally gave the baby to the oldest daughter and went around to look in the casket to see who the man was the preacher was talking about! (Applause.)

I think at this luncheon hour, there is only one thing lacking to prevent every Registrar here feeling in a wholly sympathetic mood; that is the trademark of the Victrola people—the dog with his ear cocked to one side, listening to “His Master’s Voice.” I am going to imitate that as well as I can.

I realize that you have your own attitudes; that you know who you are. I realize, too, that you know that there are some people outside of the Registrars’ business who look upon you with some degree of—well, who think of you as “Registrars!”

There is a Registrar, not a thousand miles away from here who called a student into his office and threatened to discipline him for having said to another student he was “a learned jackass” and then found out the student in talking—(he was from the Rocky Mountain Section!)—had said the Registrar was “a perfect burro of information”—not a jackass!

Last winter I went down to the University of Missouri for three days and sat under—I think that is the word—“under”

some 400 students whom you sent to the National Federation of Students, and I heard those Presidents of your student bodies debate "Why is a college administration anyhow?" And they finally agreed the only necessary part of a modern college was the Registrar. They said they believed in Soviet Government, that they thought the average Committee of students could run a college better than the average President could. Then they proved it! It was there, at the University of Missouri, when I heard them discussing the Registrar's facility with figures, that the President of the Student Body of—(I had better not name the institution. I met the Registrar this morning)—got up and opened his Shakespeare and recited to them:

He followed her four blocks or more
With swift and eager pace,
Till at the corner of the street
She turned—he saw her face!
Now, he is out with two big guns,
And blood in his eye,
He is looking for the man who said,
That figures never lie!

That might be a good thing to remember.

In the few minutes that shall be ours together this luncheon time, I am minded to begin in this way. A good many years ago it happened that I knew at a certain time in my somewhat checkered career a great lot of Indiana University men, and I remember being told over and over again by certain authorities in the University of Indiana of the superstition there used to be when David Starr Jordan went West to become the first President of Leland Stanford University. There has been a superstition through all the ages that education has always crept, and crept very slowly; that it has crept from the East to the West and that it never has taken a leap; and it seemed as though, in jumping from the East clear to the Pacific Coast, that a dangerous thing was being done. I happen to remember in periodical literature that President Jordan said that he would modestly hope that a small part of

the mantle of Alcuin might fall on his shoulders, for there was, in the time of Charlemagne, a time when Alcuin did take the learning of Ireland over to the Court of Charlemagne, when learning went, not from the East to the West, but West to the East.

Whether or not that has been realized, you will know; and you will know better than other people, whether real learning, real colleges, whether academic things are being done as accurately on the Western Coast as the Eastern.

Higher education on the Pacific Coast—well, it had, perhaps, a beginning in California, quite naturally, where the education is as exceptional as the climate. California was the early home of the Junior High School movement.

I happened to be in Cleveland at the winter meeting of the N. E. A., only a month or so ago, and attended the meetings of the National Association of Junior High Schools and the President, from Tulsa, Oklahoma, one of the great High School principals of the United States, made the assertion that they have done in California and have almost forgotten in the High School movement what we are still talking about in the rest of the country and now California is fathering, or mothering, or big-sistering the Junior College movement with something over 10,000 boys and girls in Junior Colleges today, experimenting with a 6-4-4-system as a part of their Public School system. That, it may be, will show the rest of us a new and better scheme of educational administration!

Those of you from the farther East who would be interested to see the experimentation, go down to Claremont, California, where Pomona College is now becoming the center of the Claremont Associated Colleges, with the thought that it may be possible in California to do something such as Oxford and Cambridge—have a collection of small liberal arts colleges, all doing something of the same thing; and Scripps College, immediately off the campus of Pomona, is an example of what is being done in that respect.

I heard a very mean thing said down at Los Angeles last winter when some one said, "If Boston is a state of mind,

Los Angeles is a state of the emotions." I did not ask any questions. I don't know what was meant by that at all. But one from another state might fairly, after visiting the educational institutions of Los Angeles, say "If Boston is a state of mind, Los Angeles is getting to be a state of learning," what with the California Institute of Technology, with the University of Southern California, with the older Occidental College, now dividing itself into two colleges—one for girls and one for boys, in Los Angeles, The University of California at Los Angeles, moving its 6,000 students, overnight, from one campus to another. They seem to treat such things in Los Angeles and in Southern California, as quite a matter of course. As a matter of fact, there are very few places in the United States where education is flourishing as it is flourishing in California.

Farther north is the University of California, with its enormous number of students, enormous faculties and enormous Eucalyptus trees,—an Institution so great in every way, that it needs no one to speak for it. And, only a few miles away at Palo Alto, is Stanford University, which has learned something to teach the rest of us about entrance requirements that we had hazy ideas about before. Stanford seems to have taught the world that it does not make any difference what a boy studied before he goes to College so long as he has a high grade intellect with which to study it. Some early theories have been blown up by Stanford—an institution of 2,500 men, 500 women, and a football team of supermen.

It is interesting to me, a College Dean, to know that at Stanford University during all last year, only three women students left Stanford for any and all reasons whatsoever. I happen to know a State Superintendent of Schools, a woman—and a most remarkable woman—who was on the waiting list at Stanford and who stayed in Palo Alto a whole year waiting for a girl to get sick or fired—and nothing happened. It is a most remarkable institution in that sort of a way.

Indeed, I was told last week, over at Spokane, by some

Stanford people, that the only way in the world a boy of mediocre intellect can matriculate in Stanford University is to have a father on the Stanford faculty! (Laughter.) That is not good evidence, that is hearsay. I am merely repeating it for what it is worth.

Now that you are in Seattle you will see for yourself tomorrow what a remarkable institution the University of Washington is. In Eastern Washington is the Washington State College. Suffice it to say, it is the only separate land grant institution in the United States, with a chapter of Phi Beta Kappa.

At Idaho, where Dean Kelly, of the University of Minnesota, and before that of the University of Kansas, is the new President, they are trying over there an entirely new scheme of University administration. Only two weeks ago, by quite a unanimous vote of the faculty of liberal arts and sciences, they separated the lower division from the upper with two separate administrations and went over on to the policy of making its lower college course a combination with the high school courses below and setting up standards at the upper end of its lower college course that must be met by a student after a combination of studies in high school and college. That is to say, students have so much foreign language to complete; if in high school, they don't need to take it in college; if not, they will. Whereas, in the institutions which I attended, those of us who had chemistry in high school, took it over again in college with those who had had no chemistry. Those with four years in English in high school, did the same freshman English in college with those of three years' high school.

At the University of Idaho, President Kelly gives all students one comprehensive examination instead of course examinations. I hold no brief as to what they are doing, but I hope the Good Lord will preserve him in his Presidential chair, at least long enough for us to see whether he has the right plan or not. It is a most remarkable thing they are doing over there. If culture is ever to be standardized, it

may be that we will stop asking if any good thing can come out of "Nazareth" and substitute "Idaho."

Now, we come to Oregon. What place shall we give Oregon? I presume you are all anxious to give it the same place as the man said to the preacher who was preaching on the minor prophets. He said "What place shall we give Malachi?" and a man rose in the back of the audience and said, "He can have my place. I am going home." (Laughter.)

Oregon has been very kind to me, and I wish I might have a minute or two while I set forth two or three of the most remarkable things of that remarkable State.

Oregon, a State of only a million population, votes a higher tax for higher education per capita than any other state in the United States. Where, may I ask you—(this is a rhetorical question, only!)—is there another State with two combined institutions like University of Oregon and the Oregon State College? Where is there another State of only a million population with one or a combined institution of 8,000 collegiate students in two such institutions as the University of Oregon, one of the finest of the United States, and the Oregon State College?—with which I am better acquainted because I live there.

Oregon University is not only standard in the highest sense of the word—it has one of the few Class A Schools of Medicine in the United States. At Oregon State College, with its 4,000 students on the campus, I am tempted to say that I am having a brand new experience. After having lived a certain number of years of my life at institutions where the Liberal Arts College wagged as many different tails as might be, I am now in an institution where there is no Liberal Arts College and it cannot wag any tail. It is a brand new experience to see all the students there for something; if not mines, engineering, if not engineering, home economics.

There is something else I am tempted to tell you. At Vicksburg, Mississippi, not so long ago, and while visiting Harris Dixon down there, I was told of a colored brother—(you ladies won't get this!)—went into a hardware store and

said, "Please, Sir, I want to buy me a razor." The dealer laid out on the counter, a Gillette, a Gem Junior, an Ever-ready—a whole yard of hoe-type razors and the negro swept them off with one stroke and said, "I don't want a razor like that; I want one for social purposes only," whereupon the dealer gave him one with which he could do execution, and he went away happy. I have seen so many students who went to College, and I wondered why unless it were for social purposes, only.

May I call your attention to one thing that we are trying to do at our institution, and we are not trying it in a California way for we are not Californians and we haven't the California complexes. It was California that began the Junior High School movement, with its exploratory courses—courses offered in the seventh and eighth grades, which gave the boy a chance to find out what his capacities and limitations were and to make what use he could of them.

But Oregon, more than any other state north of the Mason and Dixon line, has an enormously large percentage of very small high schools. Up in eastern Oregon there are very many high schools with an exceedingly small attendance. It is not possible, then, in our state, to have many junior high schools with exploratory courses. And so some five or six years ago, our Registrar, Mr. Lemon, presiding over your body today, began a venture new in the college and university world in "educational guidance." May I say, parenthetically, that personally I regret the use of the term "vocational guidance" as a usual thing; it is much too pretentious a term. Each year something like a thousand high school boys and girls come down to the State College for some three days to a series of guidance conferences. Now, we have opened a guidance office in Portland, which is at the service of all the high school students of the city, and are taking the movement out into the state at large by means of one-day guidance conferences in even the smaller centers of population. By means of self-analysis tests we help boys and girls to find out what their particular abilities, capacities, attitudes, traits and

limitations are, so that they may capitalize on what they have.

In most cases, of course, the advice has to be largely negative. Even the best diagnostic tests in use today are not like litmus paper. We can not tell a boy that he is peculiarly fitted to be a doctor or a lawyer or an engineer. But it is not seldom that he can be told that he could *not* succeed in this or that profession or occupation, or at least not without an enormous drive of energy and persistence through a course of years. It is often possible to say "You are not fitted to become a trained nurse," after giving a standard "Following Directions" test. And you Registrars will see the point much more quickly than most people would, for I am confident you have often seen people who simply could not do exactly what they were told to do. I happen to have in my desk a list of something more than 130 boys, every one of them kept out of the School of Engineering. But although the School of Engineering started the academic year short 130 students of the enrollment it might have had, we know now, with the year two-thirds completed, that as many freshmen are going to complete the freshman year in Engineering successfully as ever before. And that, it seems to me, shows that some very successful guidance has been done.

Well, one must be through. Once upon a time a man who had lived not wisely but too well found death approaching, and had the minister sent for. But the man died before the minister's arrival. The newly bereaved widow had gone to her room, in her grief, as had also the two grown daughters. There was nothing left to be done except to get together some material for an obituary notice for the evening paper. No one could help but Herbert, age 14. He got the family Bible, and found for the minister the family record—the dates of the births, marriages, and deaths. And finally the minister said, "Herbert, were you with your father when the end came?" "Yep," said the boy. "What were your father's last words?" "Paw, he never had none; Maw was with him to the last," said Herbert.

You get the point, I see. Even when a college dean gets in front of you he does not know enough to stop talking.

Mr. LEMON: The headlines in a recent daily paper read "45-calibre revolver fired point blank at man. Bullet penetrates skull and enters woodwork." (Laughter.)

We selected Dean Jewell today for the purpose of protecting the woodwork.

Dean, you need not have been in such a hurry to finish. We have ten minutes more and will use the time. We have not said anything to anyone else about appearing on this program, but I discovered a little while ago that we have a College President here.

(I did not even tell you, Dean; I was afraid you would be careful what you said!)

I believe President Klinck, of the University of British Columbia would pardon us if we were to call on him to say a word at this time. (Applause.)

President L. C. KLINCK, University of British Columbia, Vancouver, B. C.: Ladies and Gentleman: I am very happy indeed to be here, although that may seem incredible to some. Only two days ago, a gentleman met me in the rotunda of the Hotel Vancouver and said, "I am very anxious to have two minutes with you." I said there is no better time than the present. He said, "If your country is to save its soul alive, it must discontinue the practice of allowing the Stars and Stripes to be used as part of the decoration at public meetings."

I wonder how uncomfortable that man would be if he were to be here today! I think it would be quite incomprehensible to him that anyone should be here, should enjoy the address we have just heard, could say he was happy to be present in a company of people whose flag he did not respect and whom he felt would have the opportunity ever afforded—and if it did not afford them, would probably create it,—to make it impossible for him to retain his independence!

Now, I don't feel that way at all, Mr. President, and neither do the Registrars who come from Canada feel that way at all. We are very, very much at home. When you extend an invitation to us, almost without exception I think

your experience has shown that we accept. That we accept gladly—and we accept gladly because we regard ourselves, after all, pretty much as one of yourselves, and not without reason. Certainly in the academic world, you have always accorded to the Universities and Colleges of Canada every courtesy and every consideration and, even though I have been eating your beef, I am very sure you would not, in this connection at least, have me speak with an ox upon my tongue, because when I come to this side of the Line and see so many good Canadians engaged in educational work with you, I somewhat feel the feelings which I have just expressed must surely be feelings which are entertained with equal sincerity by yourselves!

We come to you as representatives of another country, it is true, but at the same time, representatives who for the time being, while not sinking our identity, feel with you and study with you, these problems which are the occasion of our having come together.

And, so, if I might be allowed to go one step beyond that which your very courteous reference to myself would indicate, I should like, on behalf of the other representatives from Canada, to assure you that we are most happy to be with you on this occasion! (Applause.)

Mr. LEMON: We have another guest—Dr. Uhl, Dean of the College of Education of the University of Washington. Dr. Uhl, will you say a word to us today?

Dr. WILLIS UHL: Mr. Chairman, I, too, am very happy to have come from the East to work in the West, although, formerly, I thought I was living in the West before I came here.

I think I shall take this opportunity, however, to speak with regard to the meeting which we have planned for Thursday and Friday of this week.

As many of you have found, when you registered, there was a little program which announces some very able discussions which will begin on Thursday morning, in a joint session with the Association of Collegiate Registrars and continue on to the close of the Friday afternoon session. At the meetings which

are scheduled will be discussed such plans as those to which reference already has been made—those plans developed in the University of Idaho and there will also be presented several other plans which have not yet gotten to an extreme state of fruition.

The meeting which I am speaking of was planned with a view of having expert counsel given to us at the University of Washington and we hope it will develop into very much more than that.

Mr. LEMON: Friends, we sincerely hope that you will not wait so long again before coming back to the Pacific Coast for one of the Annual Meetings of the American Association of Collegiate Registrars.

President Friley tells that he has decided to hold the next session that was to begin at 1:45 right here instead of going downstairs to the convention room, so I, at this time, turn the meeting over to him.

Mr. FRILEY: Before I start on other business, I wish to express our deep appreciation to you for the courtesy you have shown us today. We have an entirely new and delightful vision of the West. (Applause.)

I felt as long as you were all here together, it would be appropriate to introduce and receive the new members who have joined the organization in the year just closing, so I shall ask Mrs. Josephine Morrow, from the Colorado College, Colorado Springs, our Second Vice-President, to assume charge and read the list of new members and to make such other remarks as she wishes to make now.

Mrs. JOSEPHINE MORROW, Registrar, Colorado College, Colorado Springs, Colorado:

Members of the Association: We are very glad to welcome into the membership of the Association of Collegiate Registrars the new members of 1929. The "Freshman Class" we call them.

The growth of the organization has been very rapid. In 1914, there were but 62 members; now, there are almost 700.

The Members of the Association are finding it a profitable investment, both for the individual and for the Institution, itself. It is the only organization of its kind and, nowhere else, can the College Registrar find gathered together those engaged in work similar to his own. The advantages to be gained by association with our fellow-workers can be appreciated only after one has attended one of the Annual Meetings.

The Constitution of the Association states, "The purposes of this Association shall be to provide by means of annual conferences and otherwise, for the spread of information on problems of common interest to its members and contribute to the advancement of education in America."

During the last year, the Association made a gain of 74 new members. Their geographical distribution is as follows:

Alabama, 1; Arkansas, 1; Arizona, 1; California, 6; Colorado, 1; Connecticut, 2; Georgia, 5; Idaho, 1; Illinois, 3; Indiana, 2; Iowa, 1; Kansas, 2; Kentucky, 2; Minnesota, 1; Mississippi, 1; Missouri, 4; Nebraska, 2; New Jersey, 1; New York, 2; North Carolina, 4; North Dakota, 1; Ohio, 2; Oklahoma, 2; Oregon, 2; Pennsylvania, 2; Rhode Island, 1; South Carolina, 1; South Dakota, 3; Tennessee, 6; Texas, 6; Utah, 1; Virginia, 2; West Virginia, 2.

Mr. Steimle, of Michigan State Normal College, will now have charge of the ceremony of administering the oath of allegiance to these new members.

(Administering of Oath)

Mr. C. P. STEIMLE, Michigan State Normal College, Ypsilanti, Michigan:

1. You are now about to become a member of the high and mighty order of St. Peter. We are the keepers of the secrets and recorders of the deeds—good and bad—of hundreds of thousands of anxious souls. Do you promise to always conceal and never reveal any of the records or secrets confided to you as in accordance with the rules laid down, implied, or hinted at, by the president, the board of

regents, the governors, the kitchen cabinets, and the state legislators who govern your several institutions? "We do."

2. The registrar is the official shock absorber of his institution. It is his duty to stand between the president and the faculty, between the faculty and the students, between the janitors and all unreasonable persons who wish them to work, between all agents—railroad, insurance, real estate, mining, stocks and bonds, book, dry goods, wet goods, notions, blue sky, agents of every kind and character—between them and the student body and the financially incompetent faculty. Do you promise to stand like Leonidas at the Pass of Thermopylae and like Horatius at the Bridge until every agent is banished or until you offer your dead body as a sacrifice to the shocks too numerous and too severe for even a case-hardened registrar to bear? "We do."

3. The registrar is the official catcher of his institution. He catches the driftwood from the high schools; he catches all the stray accounts that no one else has the time or the desire or the talent to comprehend; he catches the errors in the proof sheets; he catches Hail Columbia from everybody about the place. Do you solemnly promise that you will practice the art of catching so that you will let nothing go uncaught in or about the place for which you are the official rat trap? "We do."

4. In spite of the fact that this is the order of St. Peter, nevertheless, Job is our patron saint. He was a man of long suffering and patience,—so must be the college registrar. If the material for the yearbook is late, he must smile and bear it; if the faculty do not get their reports in on time, he must never show impatience or disgust; if they want their pay checks three days before they are due, he must wail with them because of the niggardliness of the state. He must remember that "a soft answer turneth away wrath" and that "the meek shall inherit the earth." Do you solemnly promise to cultivate the virtues of patience, sympathy, silence, and meekness so long as you are a member of the order? "We do."

Finally, do you solemnly promise to try to attend all the

regular annual meetings of the Order and while in attendance you will faithfully sit early and rise late and that when you return to your place of work you will render a report more or less true as to what you did with your time and the state's cash. "We do."

Now repeat after me—"To the faithful observance of these promises I pledge my word of honor under no less penalty than that of having my face turned upside down and jack-asses dance upon the graves of my ancestors."

I now pronounce you bona fide members of the American Association of Collegiate Registrars. Go in Peace.

Mr. FRILEY: Mr. Steimle we thank you and we welcome the new members.

TUESDAY AFTERNOON SESSION

SECTION A—REPRESENTATIVES OF UNIVERSITIES

2.15 P. M.

Miss Florence I. McGahey, University of Nebraska, Presiding.

Registrar E. B. LEMON, of Oregon State Agricultural College, led the discussion on the general question:

HAS THE TIME COME FOR THE ESTABLISHMENT
AND DEVELOPMENT OF A CORPS OF EXPERT
ADVISERS WHO WILL SERVE SMALL GROUPS
OF STUDENTS NOT ONLY AT THE TIME OF
REGISTRATION BUT ALSO THROUGHOUT
THEIR ENTIRE COURSE IN THE UNIVERSITY?

E. B. LEMON

Oregon State College

It is realized that the greatest value to be obtained from the consideration of this question lies in the exchange of ideas, opinions, and experiences of those assembled rather than in a paper prepared by one individual. For this reason, this discourse will be brief. Our purpose will be to attempt to define herein the issue involved rather than to present any extensive exposition of the advisership problem.

It is presumed we are agreed that there are students in our respective institutions who need advisers and advice. The differences of opinion, if any, would probably be as to the method by which the needed advice may be made available to the right students at the right time. The need for advice seems to be in four distinct fields as follows:

1. Guidance in the selection of a vocation or profession.
2. Guidance and advice in the development of scholarship, personality, and various related factors.

3. Guidance in program construction in preparation for the objective the student has selected.

4. Guidance for those having scholarship deficiencies.

It is quite generally agreed, we believe, that those students who have a vocational or professional motive are more likely to take care of themselves successfully in college than are those whose plans for the future are less definite. A vocational decision should be made before the student comes to college or at least in the first two years of his college course. The opportunity for the college or university to render service in this direction should never be overlooked.

Except through the usual channels of classroom instruction it is only in recent years that very much attention has been given to rendering service to all of the students. The only students to receive special attention heretofore were those whose work was unsatisfactory. Now, we have come to recognize that there is something to be done for the good student as well as for the poor student. In other words, it is realized that even the good student may benefit more by his college training if given more attention. Just because it is easier to handle the good student, or because he may be able to take care of himself, is a poor reason for devoting all of our time to those who are not progressing so satisfactorily. The modern personnel organization—a field of activity we have talked about a good deal but about which most of us know little—has therefore come into existence.

In the matter of curriculum construction, it may be presumed that all of our institutions provide the necessary machinery to give the student ample opportunity to consult his dean, the head of his major department, and others occupying important positions in the field in which the student is doing his work. Those students who are failing to meet the institution's scholastic requirements produce a special problem. The dean, the department head, and the instructors have failed to get results in these cases. This may or may not be altogether the fault of the student. The individual trained in a given field of endeavor and devoting his

life to such work, even though doing so in administrative capacity, or the specialist in a given subject, frequently allows his enthusiasm for his work to overshadow the problem which the student faces in making adjustments.

Up to this point, it has been our purpose to review briefly the multitudinous factors which enter into any plan providing adequate advice to students. There was a time when it apparently was thought that any member of the faculty was capable of serving as an adviser to a group of students. It is now realized that effective advising requires the services of specialists, and that there are few persons indeed capable of giving complete advice. In other words, the old plan of assigning a small group of fifteen or twenty students to some member of the faculty who is to be the adviser for these students as long as they remain in college is antiquated.

What then is the proper procedure, in view of the fact that we all have so many more students than formerly with whom to deal? Certainly no plan is complete that does not include some form of personnel organization. No phase of college administration has received more attention in recent years, but no doubt there is yet much to be learned. Many elaborate schemes have been developed providing machinery for the collection of a great deal of data, much of which, in the judgment of the writer, is unnecessary and will never be used.

It seems to us that the Minnesota System is a feasible one for most institutions. This provides a general university committee on student personnel whose functions it is to initiate and correlate the personnel policies and practices at the University. The work of this committee is executed through decentralized offices of student personnel organized under the direction of the dean of each college within the University with such delegation of duties as each dean deems wise. These decentralized offices in turn function through a committee of faculty counselors who serve as a medium of communication between the remainder of the faculty and the dean's office and the general personnel committee. The system also provides the necessary machinery to use the expert service of University specialists.

Mistakes are always made in the registration of students for a given term or semester. This will probably always be true where large numbers of students are registered. This, however, is a responsibility which rests with the dean of the school or college, and any plan for advising which is not placed under the direct supervision of the dean is duplication of effort and is sure to lead to misunderstanding and friction.

To deal effectively with the problem of unsatisfactory scholarship, there should be a centralized faculty committee on scholarship with such sub-committees in the various schools or colleges as may be necessary to handle the work. This committee should be organized similar to the central personnel committee, and to a certain extent, the work of the two bodies should be correlated. A central scholarship committee should have complete jurisdiction in dealing with scholarship deficiencies including the power to dismiss students from the institution. Both the scholarship committees and the personnel committees should be so closely correlated that the information gathered and opinions formed by each may readily be available to the other.

The question may be asked: Why the two sets of committees? The reason is a justifiable one. The function of the scholarship organization is primarily to deal with those students who are low in scholarship. The personnel organization is interested in all the students, the good, the mediocre, and the weak.

The value of the committee system for all of this work rests on the fact that the judgment of the committee is likely to be better than that of an individual. Almost any faculty possesses but a very few really good advisers. No registrar will challenge the statement that advice frequently is given very much to the detriment of the student. The weakness of the committee system is of course obvious. Will the committees function? This depends largely on whether they are directly or indirectly responsible to some administrative officer who is sympathetically patient, constantly alert, and ever vigilant in demanding results. A registrar who does not

exercise these prerogatives may not be qualified to be a registrar.

The topic under discussion is in question form involving two queries: (1) Do we need a corps of expert advisers? (2) If so, should these advisers serve small groups of students through their four years in the institution? This paper gives an affirmative answer to the first and replies in the negative to the second. Certainly, expert advisers are necessary. Also we need the services of a corps of specialists such as the health adviser, the psychologist, the vocational specialist, the psychiatrist, and others. The contention here, however, is that not any of these experts or specialists are necessarily competent advisers in all fields. Then again, there are many students who need but little advice. These should not be required to follow a defined scheme of visitations or interviews.

May we conclude this discussion with a brief summarization. The advisership problem falls into four logical divisions, as follows:

1. Vocational guidance.
2. General development of the student.
3. Curriculum construction.
4. Scholarship assistance.

The general welfare of the student including guidance is the function of the personnel system. Curriculum construction rests with the dean. Scholastic deficiencies rest with a special scholarship organization. The personnel division and the scholarship committees should be closely correlated. The registrar would be actively identified with the entire plan, preferably holding membership on the central personnel committee and also on the central scholarship committee with the responsibility for general administration of each, so far as the obtaining of results is concerned.

EDITED DISCUSSION

The fact that a great many students fail to get from their college careers all that they and other interested persons

normally have a right to expect them to get, has led to widespread interest in the matter of advisory assistance to them among the faculty and administrative officers in colleges and universities over the entire country. Many experiments have been made, all slightly different according to the problem involved at the individual colleges and nearly as many divergent conclusions have been reached. But it is agreed among the officers most vitally concerned that some means of getting advice must be provided for students, especially those entering for the first time. Most of them are very young, just out of high school, and have been in the habit of having everything decided for them, even the hours of the day during which they attend all classes. Of course, there are bound to be a few superior, independent individuals who have been making their own decisions; they are the exception, not the rule. They could, if necessary, plan for themselves intelligent curricula, with definite purposes leading to the goals they intend to attain.

The average high school graduate, however, is very ignorant of his ultimate desire in regard to his future occupation, and needs help in deciding on a vocation, and, to a greater extent, in planning the courses which will give him the greatest degree of preparation for that vocation while he is in college.

Under the old system of registration, followed by nearly all colleges (except, of course, those which required the same subjects of all students, regardless of those students' abilities or future vocations) registration consisted chiefly of signing the right name in the right places the required number of times; paying the proper fees; and then filling out blanks for enough courses to make up the required number of hours of work. All of this had to be done, if possible, in a shorter time than anyone else could do it; and on the last day before registration for the semester closed.

This bred, naturally, many misfits in the college ranks, allowing students to waste many credit hours and even precious years in useless courses where they could never become successes.

The ideal in an advisory system would be to make it possible for every student, whatever his ambition or ability, to find on the college staff some one who can understand his problem, whether it be one of finding an efficient way to study a specific subject, or one of choosing between the School of Medicine, the Law School, or Business Administration; and, understanding, can give sympathetic, unbiased advice for the greatest good to the student. This offers no slight problem to the college authorities.

This ideal cannot be attained on the first attempt. Each individual school must meet its own problem in a manner somewhat consistent with the traditions of the institution, and with the general type of student it has.

The usual plan for developing an advisory system is to begin with an incoming Freshman Class, allotting a certain number of students to each one of a number of faculty members who generally are not convinced of the good of the idea, but who do not refuse to assist the school administrative officers to that extent. The whole thing was taken rather lightly by faculty and students alike, and, as often as not, the student made a better guess as to the advisability of taking one course or another than his adviser possibly could. This seemed to be unsatisfactory in almost every institution in which it was tried.

However, out of this scheme developed a better system, that of choosing the men who act as advisers according to their major interest in their field of study; and more important still, according to their experience with, and interest in, the students themselves. The college registrar is in most cases responsible for choosing the right men from the faculty for this work, and also for assigning to the right members the boys and girls who express their interests in the various courses or departments of study offered. Thus a fundamental similarity of interests can usually be established for the student before his arrival, provided the advance information is fairly reliable.

The methods of obtaining the necessary information as to

interests and abilities are varied. Primarily, there is the high school scholarship record, with its tell-tale grades. This is not sufficient, though, in most cases. The circumstances under which the boy or girl did the work must be considered. Those with mediocre or below average records, who have had nothing to do but go to school and study, are not nearly such good prospects for college as those with records of perhaps lower grades who possibly were forced for a vital reason to make school work secondary to one or more other interests. Information in regard to such situations may be given by the high school principals or teachers, or by the applicants themselves in the application blanks; and by other persons who have had occasion to know. Also, there are personality rating blanks, which can give an accurate leadership, sportmanship, reliability, and promptness. Such qualities are really essential in a college student. Psychological and ability or aptitude tests can be used to some extent in the guidance of students into the right courses, though they are at present used in connection with the other means of weighing a prospective student's abilities, and are never used as the sole index of ability.

This information, in the hands of a capable adviser, can be made of immeasurable value throughout the entire life of the young man or young woman involved. Courses of real value can be worked out in conference with the students themselves, and for those who try to work outside of school time, budgets can be discussed, to fairly proportion the time for school and work, and to assure the fact that too much is not being attempted. Then too, some form of activity can be more effectively be brought to the attention of the student.

After the adviser gets his group of students off to a good start, his chief problem is with the poor student. He must find a way, if possible, to assist the backward student in his effort to get a grip on his studies, and to adjust himself generally to his new environment.

Attention to the poor scholar should not be allowed to crowd the good or fair students from the attention of the

adviser. Those of superior ability may have a great difficulty in finding the right courses to fit the chosen curricula, and timely advice is sometimes quite as necessary for them as for those of less ability.

Requiring freshmen to report to advisers is a fairly common practice now, but the upper-classmen are not generally required to do so. A sincere effort is made in most schools, however, to see that good advisers are available to the upper-classmen, if they want or seek advice. It is generally conceded that advice unasked for is a waste of time for both student and adviser.

There is one very grave danger, in the opinion of some educators, in too well organized an advisory system; however, there must be a time in every young person's life when he will have to begin to make his own decisions. Giving too-detailed advice, on all of a student's problems, especially beyond the Freshman year, is likely to make him entirely dependent on the decisions of others for the rest of his life. It robs him of initiative and of the power to do things when he should, without being reminded by some one else. Columbia University is trying the experiment of putting more of the responsibility of the college on the student, seemingly on the theory that the longer one receives help, the longer it will be necessary to have it. It gives the students the responsibility of mature men and women, and thus better prepares them for the responsibilities they have to face when they are through college. This system of responsibility is begun with the freshmen, with the reservation that they are given some assistance in the planning of curricula, especially so for professional students.

The University of Minnesota is trying a different plan, under which a number of high school graduates, including those who would not be eligible for college on certificate, attend a summer course in which the students and the faculty too, discover their ability to carry college work. Special courses are organized for them, and advisers appointed to assist them in making the decision between college and work.

No fees are asked, and no credit given for this course, but about seventy-five per cent of the summer students returned to the regular session in the fall, and all proved to be average or above average in scholarship. This seems like a good plan, but it takes more than one year of experience with it to prove its worth.

There is one mistake in the ordinary method of dealing with student problems, however, and that is in separating so widely the problems of scholarship and those of personnel. Frequently, if the Committee on poor scholars and their re-instatement worked in collaboration with a personnel officer who understood the problem involved and the handicaps under which individual students do their college work, much wiser decisions could be made in regard to delinquent scholarship cases. The student would get more careful consideration, and the instructors would have a greater appreciation of the difficulties under which the student works.

Possibly the best solution to the whole problem would be to help the students to a good start when they enter as Freshmen, by the advisory system, then by fostering a spirit of mutual understanding and sympathetic interest between all the faculty and all the students, cause the students to feel free to seek advice from any faculty member they might choose throughout the rest of their college careers. Personal feeling and interest on the part of the faculty for the students and on the part of the students for the faculty, can do more toward solving the advisory difficulties than any organized system.

MISS MCGAHEY: There is just one matter of business we have to take care of and that is to elect a Chairman for next year. I will be glad to entertain any nominations.

MR. J. P. MITCHELL: I would like to nominate Mr. J. G. Quick for our Chairman for next year.

(Nomination was seconded and Mr. Quick was unanimously elected.)

Adjournment.

BANQUET SESSION, TUESDAY EVENING

April 16, 1929

President C. E. FRILEY: Sometime in August, 1910, a little group of twenty-four people gathered in Detroit. Out of that meeting came the organization of the American Association of Collegiate Registrars, which now numbers nearly seven hundred members, representing every State in the Union, Canada, and even far-off Syria.

This is an organization which is trying to do its part in smoothing the machinery of the American Colleges, a task that is endless and requires a tremendous amount of patience, which is one of the cardinal qualities of a good Registrar!

I want to introduce the man in whose brain originated the idea—Mr. Parrott, of the North Dakota Agricultural College! (Applause.)

Ladies and Gentlemen: Without further ceremony, I want to present to you the Toastmaster of the evening, Mr. Worrall Wilson, President of the Seattle Title Trust Company! (Applause.)

Mr. WORRALL WILSON: Mr. President, Ladies and Gentlemen of the American Association of Collegiate Registrars and Distinguished Guests: As you may well imagine, as a mere layman I am virtually laid low with consternation as I look out over a landscape entirely filled with College Registrars! President Spencer has said that there were perhaps other evidences that I was laid low, to wit, these floral tributes. (Laughter.) He says that, perhaps, you have determined in advance that I am a dead one but I ask you to reserve your judgment.

My experience with College Registrars, heretofore, has been one at a time at various points in my academic career. I have encountered them one at a time in three different institutions but despite their pernicious activities I was able in two out of three cases to get a degree, for which I am truly thankful.

My thoughts in regard to Registrars, in days when I had little knowledge of their real functions and importance—in my thoughts, I connected them, largely, with the professors of mathematics, as malefactors of great influence. I have been looking, since I heard that you were to come here, into your records as kindly loaned to me by Dr. Stevens, and it has been a source of great interest to me to find out some of the very interesting problems which you are meeting and solving.

I was particularly interested in reading the articles "Education Moves Ahead," by Dr. Thomas Wooster, and "57 Varieties of Guidance," and also the University records in relation to the Junior College Problem, by John P. Mitchell and Walter Crosby Eells. That has given me some light on the problem of the functions of the Registrars; but, notwithstanding that, I took the liberty of writing to one of my friends, let me say, on the faculty of a nearby University, to ask him more definitely concerning the Registrars and, may I quote a paragraph from his letter in reply, which I think you will find, as I found, to be enlightening.

He says: "A Registrar, in many respects, is like a physician. The latter ushers one into the world and often assists in one's departure. So, with the Registrar, the Alpha and Omega of one's University career and, likewise, the St. Peter of one's academic experience. An early departure from his life may be due to an error on the part of a physician. However, an early departure from the University is not due to an error of the Registrar but just his kind way of indicating to some unfortunate that several professors were not what they should have been!" (Laughter.)

"The Registrar knows all the wiles of the co-ed; he is fully conversant with every form of alibi originating in the brain of the gallant young male. A student cannot tell a Registrar anything and a Registrar will never listen to a professor, for he claims to listen only to reason!" (Laughter.)

Now, there may be some subtle meaning in that last sentence that you can gather that I perhaps could not.

It is a very great pleasure to welcome you here to the City

of Seattle, of which we are distinctly proud. Dean Thomson, I think, has formally welcomed you here this morning but I want to tell you I believe we are indebted, as far as I find from your records, to Miss Probst for bringing you here and we are sorry she could not come herself because she introduced that principle of rotation by sections which has enabled us to be so fortunate as to have you with us in 1929.

However, I believe, being here this time, we are to be deprived of such a privilege for a long time yet to come.

We are glad, indeed, you are here. We hope during your stay you may have an opportunity, in the moments when you are not deep in your own problems, to see something of this marvelous country in which Seattle is situated.

Just bear in mind, if you will, in looking over this city as it is today that seventy-five years ago it was all dense forests; that the little schooner *Compact*, which brought the original sixteen settlers from Portland and landed them on Alki Point, in West Seattle, came to the shores of a dense forest but that, today, there is still living and active among our business men, the youngest of that group! He is now on a trip to the South Sea Islands. So, you see this City covers only the span of one man's life!

Many marvelous things have been accomplished during those years but, particularly, during the last two or three decades. I wish it might be my privilege to conduct some of you about the City and tell you some of the things that have been done in overcoming the obstacles which Nature placed in the way of building a City here, telling you of the vast opportunities that lie ahead of this vast seaport, when conditions quiet in the Orient (when Russia finds its great Government and China, likewise) we are going to be one of the great seaports of the world!

My mission, I believe, is distinctly defined. It is to be that of Toastmaster and I wish to explain to you in opening this meeting, that I am one of the Charter Members of the Society for the Suppression of Toastmasters. I think they are an evil which will soon be overcome. I look upon a device, which is now in the process of perfection, as offering a happy

solution of this Toastmaster question, that is a combination between the Stop and Go signals that you see at important street intersections and illuminated cards that you see on either side of the stage of a vaudeville.

When that mechanical device appears, you may eliminate the Toastmasters entirely and have a very pleasant evening, indeed, but, pending the perfection of that device, we will proceed at this time with the program of the evening and it is going to afford you, I know, a great deal of pleasure to listen as the first speaker addresses you—the Honorable George Donworth, of Seattle! (Applause.)

Judge Donworth is one of our outstanding citizens and his mind is one of the outstanding legal minds of this City, a former Regent of the State University, and Judge Donworth has done one thing particularly which has always elicited my great admiration.

I believe it was Gladstone who, after he was 80, mastered the Greek language and became a great Greek scholar. Judge Donworth has bettered Gladstone's accomplishments even before he was 80, and even in his mature years has mastered the Italian language, has become distinctly a scholar in Italian, has been frequently a visitor to Italy and has been decorated by the Italian Government for his work in behalf of Italy in this country!

It is with great pleasure and pride I introduce to you our citizen of Seattle, Judge George Donworth, who will speak to you on the subject "A Layman's View of Present Tendencies in Higher Education."

Judge Donworth! (Applause.)

Judge DONWORTH: Mr. Toastmaster, Mr. President, Ladies and Gentlemen: It would not be possible for me adequately to respond to the far too generous introduction of our distinguished friend, Mr. Wilson, so I am going to start in by telling a story that used to be floating around Washington quite a number of years ago. You have all heard it and as you listen to my paper, you are going to think of it, so I am going to tell it in self-defense.

A new member of Congress made his first speech and later he called on an older friend to find out how it went, and the older member said: "John, I listened to that speech with a good deal of attention. You said some good things and you said some new things. The trouble was, the new things were not good and the good things were not new!" (Laughter.) So, with this paper!

A LAYMAN'S VIEW OF PRESENT TENDENCIES IN HIGHER EDUCATION

HONORABLE GEORGE DONWORTH

There is said to be a classical tradition that the Latin word for "grove" was formed by derivation from the verb meaning "to shine" because the sun does not shine in a grove.

By analogy, you have invited a layman, wholly without knowledge of educational technique, to give his views on current tendencies in higher educational methods. One whose chief acquaintance with college work dates back more than forty years might be tempted to recall the excellencies, real or imagined, of old-fashioned methods, and to classify current systems with some of the undesirable things that have accompanied them in point of time, such as the decline of reverence, the enlarged freedom of youth, flapperism, and others of the self-evident and perhaps unattractive aspects of present day life. Such, however, is not my thought.

If existing methods in education are a cause (and they certainly are and ought to be) of some of the changes in the mental outlook and in the manners and customs of those who receive education, they are even more the effect of the progress of events which would have brought about great changes in the structure of society, even though, if it be assumed to be possible, educational forms had remained unchanged.

To plunge (as Horace says we should) into the midst of the subject, let me say that to me the most striking difference between the result of college education now and that of its predecessor of forty years ago, is that today we no longer

expect to find in a college graduate a scholarly man; we do not even expect to find him a cultured or an educated man in the old time sense. I am speaking, of course, of the college product by and large, the majority or the average, and not the exceptional. When we learn that a young man today has a college degree, we expect to find him practical, quick, adaptable, sophisticated toward the world in general, especially toward its foibles and weaknesses, and thoroughly informed, perhaps an expert, in the various things classed under the head of student activities. We expect to find him fairly well-versed in the high points of some subject in which he has majored, but to lag behind in the general field of knowledge.

He is often lacking in things that approach the high points of historical knowledge. There is further an absence of a perception and appreciation of the great things in the literatures and art of the past and even in the progress of science prior to the advent of the great industrial period. If he is possessed of that information and outlook on life which characterized the educated or cultured man, say of post-Civil-War days, our interest is attracted with the feeling that here is something out of the ordinary.

In literature, classical allusion with all but a few of our current writers, has passed out, because it would mean nothing to a great number of readers even in the colleges. True, some of the monumental things in the ancient learning survive. The Trojan horse still does Trojan service, and we occasionally see, to a lesser degree, the related allusion to Greeks bearing gifts. Helen of Troy, reincarnated by a present day writer in a form that would have been not only unrecognizable but repulsive to Paris or Menelaus, becomes a best-seller. Few of the thousands of readers, college graduates included, ever heard of the relationship between Helen and that favorite subject of Renaissance artists, Leda and the swan. Ulysses and Aeneas tossed on the deep and enduring direful hardships through some overpowering motive of the gods, benign or malignant, along with the others of the vast host that once quickened the imagination of the classical

scholar, writer and reader, have arrived almost at oblivion for a vast number of the seekers of education.

Even in English, when we descend deeper than the superficial, we find sparse knowledge of what should be universals or fundamentals. A teacher of foreign languages, instructing a class at a University, tells me that he finds few students who have any idea of the meaning of participle or infinitive. His use of the word "gerund" seems to lead to doubts of the instructor's sanity.

The discontinuance, with the vast majority, of the study of the classics, and the reduction to mere dilettantism of the study of an occasional foreign language, have taken the props out of the English grammar, so that for the many grammar has become a sort of chaos, tempered by an occasional reference to some handy authority on correct speaking.

In the limits of this paper, I am not permitted to describe in greater detail the difficulties which, in my opinion, should be met and as far as possible overcome. Briefly stated, my thought is that perhaps too little attention is paid in current methods to the urging of the usefulness of general culture, classical and otherwise, as the essential basis of a real education.

The word "education" has had many definitions, but certain generic ideas may be assumed to be commonly accepted. Education, from the subjective standpoint of the student, should consist in acquiring so much, in quantity and quality, of existing knowledge as will qualify him to make the highest and best use of his faculties—as will incite in him a desire to use this knowledge to the advantage of himself and his fellow-men and will stimulate him to add to that knowledge within the measure that his mental endowment and his circumstances render possible. Existing knowledge includes not only the scientific truths and the developments of the present industrial age, but also the accumulations of the past in the way of history, literature, science, art, and the arts.

To say that the average college graduate of the present day has acquired an education within the limits of this, or any other adequate definition, is to make an assertion not easily

susceptible of practical proof. There should be some way of increasing the pursuit of general culture, either as a preliminary to, or alongside of, the specialized courses with which the student wishes to hurry along to the beginning of his life work.

By no means would I suggest that colleges revert to the compulsory classical courses of former times. The methods of those days produced scholars—men outstanding for superiority of culture. As a by-product, however, there were left by the wayside thousands of young men whose mental equipment was adequate for the general problems of life but who did not have the special type of mind fitting them to become proficient in languages in general and the classics in particular. We are edified by the example of John Quincy Adams, while a United States Senator, casually noting in his diary that he customarily read a goodly passage of Homer each morning before breakfast, but education cannot be confined to those of his mentality.

The introduction of electives was not only necessary in the line of the greatest good to the greatest number, but it was an obedience to the law of life by which college methods adapted themselves to their environment. In education, as elsewhere, function controls structure. Young men who feel no inclination to classical studies, are nevertheless entitled to such educational facilities as will enable them to obtain at college the education best calculated to make them useful citizens.

When the first departure from the older methods began, those who decried the freer use of electives proclaimed that college education had lost definiteness of purpose. This was only apparently true. College education was never more definite of purpose than now if that purpose be the equipping of the student with the knowledge and training best adapted to meet the demands of society as it functions at this period. Probably most observers will admit that that purpose is being achieved better by present methods than it would have been by any former method. The utility of the changes that have been made in the last fifty years has in many

aspects appeared after, rather than before, the changes were made. Columbus, sailing westward to seek a new passage to India, and discovering on the way a new continent of whose existence, as such, he never became aware up to the time of his death, is typical of much that takes place not only in educational methods but in all branches of human endeavor. Often we are on the right track though our conscious reasons for selecting the route may be inadequate or even erroneous.

It seems plain, however, that in acceding to the demand for specialized courses of a directly utilitarian character, embracing studies that will hasten the student's capacity to earn a living, an unnecessary and a mistaken sacrifice has been made of some of the finer things that are essential.

Nor is this change of attitude confined to students or to courses. We hear it openly declared that a university president need no longer be a scholar; the duties of his office now require that he be a good executive, a good organizer and perhaps something of a politician—to possess the kind of ability that is requisite in the head of an industrial or financial institution, and the same to which the heads of the larger labor unions aspire. The faculty is organized into groups, headed by deans or other similar executive officials, who act, in a sense, as administrative lieutenants of the president. Faculty members are too often treated largely as employees, burdened with the routine of classroom instruction, with too little opportunity for initiative and the development that goes with it. Individual professors have thus too little time or opportunity for the pursuit of pure scholarship.

The student body is highly organized, developing, as is natural, such varieties of student politics as revolve around various burning questions of the hour deemed important at the particular time and place.

Student activities, a phrase unknown, so far as I recall, forty years ago, absorb much of the time, effort and attention both of students and of faculty. They are not mere avocations or diversions in the nature of the exercise and play needed to maintain the proper balance of student life, but they appear to have become a necessary part of the curricu-

lum, as essential a part of the college years as any of the courses, prescribed or elective. They appear to absorb time and attention beyond that necessary or proper for relaxation and exercise, and to consume time that might well be spent in directly cultural work. Athletics are highly organized and are recognized as constituting a phase of American big business.

Scientific study may involve pure scholarship, but it is necessarily specialized and particularly if it goes beyond a mere smattering. The thought that the study of scientific subjects can effectively act as a substitute for the pursuit of the classical and other literary courses producing an educated man or woman has no substantial basis. Someone has said that an educated man should know one thing well and a little something of everything else. This is true enough for an epigram. The one subject that he is to know well may be left to his post-graduate studies. The little something of everything else should have foundations laid broad and deep during the four years at college. If the student has the appropriate type of mind, the classical studies of Greek and Latin literature are for him the best basis for general culture. If of a different mental type, he should nevertheless acquire a fairly accurate knowledge of the great things found in those literatures, even though this comes through reading and treatment wholly in the student's own language.

One should not be considered old fashioned when he decries the attempt to make a cultured man or woman by means of such so called studies as courses in business methods, salesmanship, railroad management, journalism, banking, scenario writing and other work-a-day subjects which appear to be offered and treated as courses for university credits. Industry is, of course, and must always be, of vital importance. It must be insisted upon as the first requisite to progress in any educational effort. The effect of industry on the individual may be good for character forming even if not wisely directed, but to accomplish anything worth while, it must be industry in the right direction. It must have behind it in-

sight, discrimination, courage, wisdom and justice. Thomas More, Galsworthy, Anatole France, Jonathan Edwards, Henry Adams, and Theodore Roosevelt, names selected at random from the cultured men of various periods, were notable for their industry, but more notable for the general culture that went with it.

Formerly a university was an institution of learning and nothing more. Today I fear that in the public mind, and in truth and fact, the college or university is sought as an institution of learning primarily and in a true sense only by the few. The average citizen and the average student can more easily name six football stars than six eminent scholars in the American universities. The desire for the social caste and assumed privileges resulting from college life and a college degree, often seem to be the goal aimed at. True, there is prevalent the rather intuitive and undefined idea that a college course and a college degree make the young man or young woman fitter for the battle of life. I would not question the accuracy of that thought, but the problem of producing educated men and women is a different matter. An American College authority (Dixon Ryan Fox, *Political Science Quarterly*, March, 1929) tells us that "British professors have their own opinion as to academic standards in America; in fact, they quite generally believe that the American collegian at the age of twenty is about two years behind his contemporary in the Old Country."

I would not carry my advocacy of the classics to the point of requiring their study by those who have not the aptitude and, to some extent, an inclination, for them. A recent survey of student opinion on incentives to study at a well-known American University (Yale) raises a serious doubt as to whether leaders in the fields of languages and the sciences have ever been developed from men who were exposed to those studies initially against their will. Advocacy, however, may do much without reaching requirement.

Education should not be merely the antithesis of vulgarity or lack of caste. Directly, it is not *for* anything that may be

easily pointed out. Indirectly, it improves everything that people do. A liberal education gives a real meaning to life. One of its great gifts is tolerance, that essential to right thinking. The French have a proverb that "Tolerance is the generosity of enlightened minds." A liberal education that would enlighten the minds of the legislators of Tennessee would do a world of good.

If I read aright the signs of the times, the realization of the value of education for its own sake, and not merely as a money-earner, is growing. The final test and justification of a university is the character of its scholarship and its ability to furnish the state and nation with leadership—not necessarily personal leadership, but intellectual direction. For century after century throughout the long course of their existence, the great universities of Europe, notably that of Oxford and that of Paris, have produced groups of scholars. The adventure into truth has been with such universities, their faculties and their student bodies, a constantly stimulating urge to endeavor. Such an attitude not only affects the individuals directly associated with education, but it produces an atmosphere by no means negligible in formulating the national spirit. Abiding wisdom, courage and spiritual freedom do not come without a cause.

The football field and the stock exchange, the achievement of mass production, and the continuous merger of large corporations, are outstanding features of our current life. All of them very likely are doing good. Unless, however, alongside of and outside of such ranges of activity, our country produces a reasonable quota of really educated men, who have read the history of mankind as a whole and have become reasonably acquainted with the triumphs, the failures, the successes and the errors of man upon this earth, scholars in the real sense, we shall become the prey of mammon as has been the fate of so many nations and civilizations in the past.

It is, of course, to be recognized that the great progress of events must pursue its course. To go against the stream is to invite failure. As Galsworthy puts it, one must keep

abreast of time, tide and taste. But there is such a thing as mingling the useful and the agreeable. There is inherent in youth a desire to attain scholarship within the limits of the individual's endowment and capabilities. The inculcation of general culture, as a highly desirable thing in itself, should be urged both in season and out of season. For the student compelled by economic reasons to get into the earning field at the earliest possible moment, general culture may have to be postponed until he has achieved an earning capacity sufficient to give him some leisure in after life, but the inspiration and the urge should nevertheless be given to him throughout his preparatory and his college work. Many who might become real scholars, because of the absence of handicaps or in spite of them, drift on with the stream and miss the great goal through lack of appropriate stimulation. The incentive might well come to them if they were reminded that the absence of a liberal and scholarly education is a privation. The fact is that general scholarship pays large dividends to the individual who has acquired it. It adds a zest to everything that he may be called upon to do, aiding his courage, his determination, his patience and his desire for the right. Its goodly dividends may not be immediate or within the range of early vision. Like the stock which is earning annually the required fifteen times or some other prescribed ratio of its selling price, the holder may rest assured that his dividends are there, though they may remain long in the mental treasury before distribution in cash. The pursuit of truth, says Bacon, is the love-making or wooing of it, a pursuit most difficult unless one has procured for himself the appropriate equipment.

I repeat the thought with which I began. I am conscious that I am addressing men occupying high and responsible offices in the leading educational institutions of the United States. My modest purpose has been to utter some casual thoughts that have occurred to me from time to time and now only put into something like formal shape, without any attempt at accurate classification of educational tendencies.

Quoting an unknown author (unfairly forgotten, because he deserves immortality), accuracy is one of the chief forms of dullness. Inaccuracies seem to be the necessary accompaniment of interesting thoughts—witness Herodotus, Plutarch, Shakespeare. I might mention H. G. Wells, but I hesitate to place him in this good company.

To understand truth, it must be diluted liberally with imagination or we cannot digest it. The man who knows by heart the propositions of Euclid and their demonstration is not thereby a builder. Further, he is sure to be dull. The divine gift of imagination must temper truth, as has been the case with the artists, writers and doers of all time.

If in what I have said this evening you are able to find truth in the proportion of one-half of one per cent. by volume (a percentage made memorable by the Volsteadian imagination rather than by any basis of fact), I shall indeed be happy. If I have to any extent stirred your imagination, I am glad, though my contribution of fact be *nil*.

Abundantly endowed as you are with that most valuable acquirement, the experience of success in the influential positions which you occupy, you and those associated with you inspire confidence in the people of our country, a confidence of whose existence there cannot be the slightest doubt, that such of the problems of education as fall within your domain will continue to receive patient and wise consideration. Bernard Shaw has somewhere remarked that men learn by experience only one thing, and that is that men learn nothing by experience. Putting aside this Shavian cynicism, you will continue by trial and accomplishment or by trial and error to advance along the lines of true progress as you see it, to the end that the education imparted by American universities shall continue to be, within the range permitted by the wisdom of the time, both an adaptation to existing conditions of life and a constant endeavor to make for the good and the better citizenship.

MR. WILSON: I am sure you will join with me in a message of gratitude to Judge Donworth for this scholarly pre-

sentation of fundamentals, and it is an illustration of the fact that we have here with us, at least one worthy son of New England, who has his feet firmly planted on the things worthwhile and who is bringing them from New England into our citizenship here!

We thank you very much, indeed, Judge Donworth!

May I vary the program just a moment at this time, because President Spencer tells me he will be called out at 9:30, at least for a few moments.

I think it is due President Spencer and due this audience that he should be presented to you at this time. I am not, however, going to present him to you at this time as the President of the University, because in that capacity he is to address you later on in the program, but I wish to present him to you as the potential Proprietor of this Hotel!

May I explain to you what I mean? This hotel and the group of splendid buildings all about it, two entire blocks and four half-blocks, belong to the University, having formed the original site of the University of Washington many years ago and still belonging to the University but leased out to the Metropolitan Building Company, which has made all these improvements.

This hotel, which is a community hotel, built by the subscriptions of several hundreds of Seattle citizens, because we needed a good hotel, and got it, therefore, will revert, at the conclusion of the lease, some three decades hence, to President Spencer, whom I now take the pleasure of presenting to you! (Applause.)

Dr. M. LYLE SPENCER: Mr. Toastmaster, Mr. President, Friends: I am reminded of the first banquet that I ever attended, as I arise in response to this introduction by Mr. Wilson. I was a youngster of some seven or eight years. My father was on the program. The toastmaster introduced him and said some things about him that I thought, on my soul, I could never forgive that toastmaster for! I could not believe it possible that my father would permit a man to say the things about him which that toastmaster said, and my father took them and smiled at them!

Some days later, I attended a funeral, and the minister who was preaching the sermon came to remark about how well the Lord might have chosen others instead of the one who had gone; and I began to look around to see whom he would have taken, and I saw in front of me that toastmaster! and I thought, if I were in the Lord's place, the first bird I would take would be that toastmaster!

Now, many, many years ago that toastmaster has been taken to his reward, but, as I am introduced now, I have in mind another toastmaster that I should like to visit punishment upon and I have in mind a sub-tropical region to which I would send him, because I am not on the program. I came and sat down tonight with the utmost happiness and remarked to him that I was delighted, for one occasion, that I could come to a banquet and sit down and enjoy myself without having to be introduced! otherwise, I would thank the toastmaster for this opportunity of coming tonight.

It is a genuine pleasure, however, on behalf of the University of Washington, to have so many guests from so many parts of the United States come and be with us in this, the hotel, which is not yet ours but which is on ground where our old University used to be, and is on ground which, some day, will be ours; but, with the records that Presidents of Universities have! they are like "the grass of the field, which today is and tomorrow is cast into the oven."

My experience with them is that they usually get burnt before they get out. Anyhow I, myself, have little expectancy of seeing the time when the University will take ownership of this particular building.

I do look forward to a coming day, in the very near future, however, when I shall have the opportunity to give his due reward to a gentleman by the name of Worrall Wilson! (Applause.)

Mr. WILSON: Dr. Spencer and Ladies and Gentlemen: It is always a delightful thing to have something to be thankful for and I am, at this time, thankful that Dr. Spencer's prerogatives and authority are limited to the academic field.

It appears to me the proper psychological moment has now arrived for the presentation of another distinguished College President. I say "psychological moment" somewhat advisedly because I know of the widespread, both popular and academic interest in psychology and, as a layman, it is interesting for me to listen in and overhear the learned discussions of the intellectuals and the conversation, which, if I am not mistaken, I overheard as going on between President Klinck and President Friley, was on this matter of psychology and, if I remember correctly, one of these two gentlemen casually remarked:

"Psychology, like other sciences, employs observation, the analysis of complex phenomena into their simpler elements, and even experiment in testing the validity of its hypotheses, but it must be noted as peculiar to the science of psychology that in all the methods in its employ, we must use introspection, or the immediate awareness of the phenomena of consciousness by the self-consciousness of the subject of the phenomena."

If I have incorrectly quoted the distinguished President of the University of British Columbia, I apologize and he can correct me.

I have the pleasure of presenting to you President Klinck, who will speak to you on the subject "University Development in Canada." (Applause.)

UNIVERSITY DEVELOPMENT IN CANADA

L. S. KLINCK

President of the University of British Columbia

Mr. Toastmaster, Mr. President, Distinguished Guests, Ladies and Gentlemen:

In Canada, education is a function of the Provincial Governments. This being so, there are as many educational systems in the Dominion as there are Provinces. Each system has much in common with every other system and, since what differences there are amongst the various systems do not

concern fundamental principles so much as relatively unimportant details, no serious attempt has ever been made to achieve complete uniformity in educational standards throughout the country.

Canadian colleges, like the oldest colleges in the United States, were patterned closely after those of Great Britain. As Harvard was founded by Cambridge men, as William and Mary was established by graduates of Edinburgh, as Pennsylvania was influenced largely by Aberdeen, and as Virginia was inspired by French influence as well as by English, so there are no universities in Canada which do not bear direct evidence of British influence. Thus do we in both countries inherit some of the traditions common to those ancient foundations of learning,—institutions which are the glory of those old, yet vigorous lands from which our respective nations have sprung.

Following the American Revolution, the United Empire Loyalists founded King's College at Windsor, Nova Scotia, in 1789. This college, the oldest English-speaking institution of higher learning in Canada, was modelled closely on that of Oxford. None but adherents of the Church of England were eligible to enroll in it as students. Rigid adherence to this policy resulted in the Non-Conformists establishing Dalhousie University at Halifax. At first, two professors made up the full teaching staff of the new college. Unfortunately, both of these gentlemen were Presbyterians, with the result that the Baptists, in protest, founded Acadia College, while the Methodists and Roman Catholics, not to be outdone, established Mount Allison and St. Francis Xavier, respectively. Later, King's College was organized at Fredericton, New Brunswick. It is a deplorable fact that even at the present time the baneful effects of this vicious policy in higher education persist in the Maritime Provinces, with the result that neither disinterested educational statesmanship, nor the Rockefeller Foundation millions, or both combined, can devise an acceptable solution.

The early history of the establishment of universities in

Ontario differs in no essential respect from that in the Maritime Provinces. The Charter of King's College, Toronto, while less rigid than that of King's College, Windsor, was so narrowly exclusive that Victoria College (Methodist), Queen's University (Presbyterian), Trinity College (Anglican) and Saint Michael's College (Roman Catholic) were established as promptly as their respective denominations could organize and obtain their charters. After the secularization of King's College, the federation of nearly all these institutions was effected,—an arrangement which is unique in Canada. By the terms of federation, these colleges now hold equal rank in the University of Toronto with University College, and enjoy the same privileges as regards all subjects in the Arts curriculum.

Thus the oldest universities in Canada, as Sir Robert Falconer points out in his book, "The United States as a Neighbour," were established largely through the efforts of members and adherents of the Anglican Church. Sir Robert also points out that these Anglican pioneers had in mind three specific objects: First, to insure an adequate supply of trained ministers for the Church of England; second, to restrict, as far as practicable, the benefits of higher education to the members of their own communion and, third, to create a sentiment in favor of British institutions and to foster a loyalty to the Crown which would render impossible the spread of republican ideas in the colony.

As a direct result of this exclusive attitude of the Anglicans, the non-Episcopal churches were forced to establish their own denominational schools and colleges in order to provide themselves and their children with the means of a liberal education. Another far-reaching result of this illiberal policy on the part of the founders of the two King's Colleges to which specific reference has been made, was that it hastened the secularizing of the state universities.

In the Central West, the University of Manitoba long occupied a middle position in the evolution of university development in Canada, in that it stood midway between the dis-

tinctively Church colleges of the East, as these were constituted originally, and the equally pronounced state universities in the far West which were established later. For more than three decades after the founding of the provincial university in Manitoba, the theological colleges dominated the field of higher education.

Profiting by the experience of the Eastern universities, the more recently provincial universities of the West invited the church colleges to affiliate with them, a policy which has resulted in obviating most of the difficulties inherent in other arrangements.

Apart from McGill University, the other universities and the classical colleges of Quebec have been influenced relatively little by their contact with the universities in other parts of the Dominion. Here one sees exemplified in a striking way the vitality of a widely recognized French system of university education when transplanted almost in its entirety to the New World.

From the foregoing it will be seen how strong are Old World academic traditions in Canada today. The universities of France constitute the model after which the French-speaking Canadian universities have patterned themselves; the older English-speaking universities in Eastern and Central Canada mirror British traditions; while the younger universities of the far West furnish abundant evidence of being influenced by British traditions, by Eastern Canadian custom and by association with the universities of the United States. This diversity in form, while not without its disadvantages, has contributed not a little to the strength, the virility and the independence of educational thought and action in Canada.

In the matter of university education, Canada has adopted the policy of the "open door," though the rapidly rising standards of admission to the universities constitute a barrier which negatives this policy to a great extent. University education has captured the imagination of our people; and although many are disappointed, even disillusioned because

the universities have been unwilling to meet the full expectation of those who are interested in utilitarian education, these evidences of dissatisfaction have not manifested themselves in any appreciable diminution in the numbers demanding admittance.

Today it is increasingly difficult, especially for the smaller institutions, to continue to adhere to a policy of division of labor as applied to the organization of faculties, departments, courses and staff; and yet this policy must somehow be maintained, at least by a number of our institutions, if these are to continue to develop those special departments of learning which they have endeavoured to make peculiarly their own.

Another of the problems which confronts Canadian universities, and which, judging from the discussion this afternoon, is not wholly unknown in the United States, is that of the early elimination of the poor in mind and spirit, and the encouragement of those who possess aptitude and application combined with more than the average intellectual capacity. In this connection our Honour system, I venture to suggest, may have something to commend it to your consideration. Honour courses are not designed for students of little ambition, or of mediocre ability, but rather for the exceptional student who is desirous of exercising his intellectual capacities to the fullest extent in an atmosphere of greater scholastic freedom than experience has demonstrated can generally be permitted to pass students.

As our universities continue to grow, competition for numbers will decrease almost to the vanishing point, as it has already done in the better institutions. While there is always a temptation for small institutions to become large, and for large ones to become even larger, the relative position of our universities is going to be determined, not by the number of students registered, not even by the number of pass students, who by dint of constant supervision on the part of the staff obtain the minimum number of marks required for a pass, but rather by affording every facility and encouragement to those men and women of exceptional intellectual capacity who

are not satisfied with any task which does not call into fullest exercise the most systematic and sustained mental effort of which they are capable.

Mr. WILSON: It is a rare privilege to have President Klinck with us, and I wish to thank him in behalf of this Assembly for this paper, of great historical and present-day interest to us.

Mr. Stevens, in checking over the registrations for this Convention, last Friday, became both analytical as well as statistical, surprising as that may seem, and he gave to me a memorandum of those travelers who came from the extreme East, West, North and South.

This memorandum indicates Katherine Hilliker, of Boston, comes from the extreme East; that Thomas B. Steel, of the University of California, is accredited with coming from the extreme West, and Humboldt State Teachers' College, Arcata, California, has been found to be the institution farthest West, which is represented by Miss Imogene B. Platt; W. A. Spence, of the University of Manitoba, has come 1,225 miles and is the representative of the extreme North; and Edward J. Mathews, Registrar of the University of Texas, with 1,760 miles to his credit, comes from the extreme South.

In showing this memorandum to the manager of the Chamber of Commerce of Seattle, he remarked that there had just that day come from the press the latest pamphlet issued by the Chamber of Commerce and he had copies bound and inscribed with the names of these distinguished travelers who had come so far—(Seattle, like other Western cities, is hesitant about hiding her light under a bushel)—therefore, he has had prepared these pamphlets and I think these travelers named will appreciate these as a souvenir. (Pamphlets are handed out to the above named.)

You are going to be fortunate again in listening to one of Seattle's outstanding citizens, a man known as "Seattle's most useful citizen"—Nathan Eckstein, the head of a great mercantile enterprise, yet a man who finds time to take an active part in a great many matters of civic interest.

December 19 1929

AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS

Received of *Lia M. Smith - Registrar* \$5.00
University of Michigan Mich College University

Five Dollars in payment of the Annual Dues for the year 1929 1930

Alan Bright

Treasurer

589

He has for many years served on the Seattle School Board (not at present a member), but he is thoroughly familiar with our school system and I know you will be pleased to hear from Mr. Eckstein on the subject of "What the Public Expects of Higher Education!" (Applause.)

WHAT THE PUBLIC EXPECTS OF HIGHER EDUCATION

NATHAN ECKSTEIN
Seattle, Washington

Mr. Stevens asked me to speak, and I hesitated to do so because I felt that I was unable to deliver a message of any value to you. If I now have the courage to speak, it is because there comes to my mind an experience I had a few years ago.

I came home from my office thoroughly tired and that evening I had an engagement to speak before a rather distinguished audience. At dinner I sat next to an old gentleman, a minister, and I told him that as I came home tired that evening I went into my library to read for a few moments, because I find that nothing is more restful than reading a good book. I opened one of the bookcases and picked a book at random. It was a volume of the old British Essayists. Opening it, wherever it came handy, I started to read an essay by Dr. Knox on public speaking and felt very much elated, thinking that at last I would learn something on that subject.

Much to my surprise, I discovered it did not give a single rule on public speaking but bewailed the fact that in "this day and age" business men, merchants, bankers, even working people, all sorts of men, uneducated men, had the temerity to speak in public instead of leaving that privilege to the educated classes: the lawyers, ministers, physicians and college professors. I said to the minister at my side: "You know, I think Dr. Knox is right. I will never again speak at a public gathering." "Brother," said the old gentleman,

"Dr. Knox wrote that a hundred and fifty years ago; modern audiences don't expect much, so you go right on talking." Ladies and gentlemen, I have a feeling that this applies to you, the Registrars of our colleges, considering some types of students you come in contact with. So I feel I may speak freely, in the hope that you don't expect much from anyone outside your own ranks.

The public expects a great deal from higher education, more, perhaps, than you yourselves believe. For generations educators have told us that all our social ills could be cured by education; education could wipe out intolerance; education could wipe out ignorance; education could wipe out poverty; everything wrong or undesirable could be overcome by education.

The makers of our State Constitution were firmly convinced that education was the greatest necessity of our Commonwealth. Enumerating the obligations of the State towards the people, they spoke of education in this manner: "It is the *paramount* duty of the State to provide for the education of all the children within the borders of our State." They did not use the word "paramount" in connection with any other duty, only with regard to education because they thoroughly believed in it, as does the public today; and therefore, the public is ready to make almost any sacrifice for education.

Of course, different people expect different things from education. As Judge Donworth has adequately covered the subject on which I am to speak, having pointed out exactly what is expected of education, I am not going to confine myself to what I intended saying, but will give you merely a few personal experiences I have had when discussing this subject.

A few years ago I was Chairman of the Tax Investigating Committee appointed by the Legislature of our State. We were holding hearings in different parts of our State. We told the people that what we wanted to know was how to improve our tax system. The people would not confine themselves to that subject but constantly told us our State ought

to spend less money and when we asked them where we could save, almost invariably the first subject mentioned was education. People felt we spent too much money for education. I remember an old man who said so and that we had too many "frills" in our schools. I asked him what he would eliminate from our school curriculum. Always that proved the simplest way to stop the discussion on education. Everyone said we had "frills" but no one could name them.

This man said, "I would cut out Domestic Science. That is worthless." I asked, "But why do you want to cut it out?" He answered: "My granddaughter goes to high school and she has learned cooking for four years and she can't make as good an apple pie as her grandmother makes, who never saw a high school." I replied: "By the time your granddaughter is as old as her grandmother, probably she will make just as good apple pie."

Then there came a banker. He told us we were spending too much money on education. I asked him to tell us what he would cut out. He said: "The business course; that is absolutely worthless." I asked him why he wanted to cut that out and he answered: "I can take any boy and put him in my office and in twenty-four hours I can show him how to use an adding machine, typewriter and how to do all the other work that has to be done. All the money spent on business education is wasted."

The editor of a weekly paper once wrote a learned editorial on the time wasted in teaching children to spell. The proof of it was this: Whenever he did not know how to spell a word he used a dictionary. As everyone has a dictionary, what is the good of learning how to spell? I met him one day and told him that he was right; it is very much simpler to go to a dictionary and look up a word, for instance the word "colonel"; that the only trouble was that I might not find the word in the dictionary because if I did not know how to spell it I would not know where to look for it! (Laughter.)

That is the kind of criticism of education that we hear.

But seriously, the people expect certain definite things

from education, though not all people expect the same things. I can well imagine that the poor mother who has stinted herself all her life to send her boy to college expects something very different from the wealthy man, for whom it is no sacrifice at all to educate his children and who sends them to college for social acquirements. While it is only natural that these different types of people should expect different results, there are certain fundamentals upon which we are all agreed. We all believe that the purpose of education is to teach young people how to earn a livelihood and, beyond that, to teach them how they may enjoy the finer things of life. No one can dispute these two purposes.

Today too often our young people come out of our higher educational institutions not believing in religion. Of course, I don't believe in teaching religion in our colleges. I don't believe that any college can make students religious, but I do believe that a college can teach respect for religion, and that this lack of respect in our college students leads to much of the criticism of college education today.

Science has no quarrel with religion. Each has its own field. There is no more reason why science should attack religion than that religion should attack science. So higher education need not in any way undermine the religious beliefs of the student.

We also expect our higher educational institutions to teach their students respect and regard for our political institutions, without which respect these institutions cannot be perpetuated. It is not necessary for a student to believe that every law is a wise one, but whether wise in his opinion or not, the student should be taught to respect the law of the land; he should not scoff at our law; he should realize that our nation is founded on and depends on law, without which it must perish!

Students should come out of college with a desire for and enjoyment of reading. There is nothing finer than the habit of proper reading and when Judge Donworth regrets the "decaying taste for the classics and higher type of literature,"

he is supported by every right-thinking man. Every educated man should have a taste for reading which makes man's declining years especially more easy to bear, for as Emerson has said, in the highest civilization "a book is still the highest delight."

A few years ago at a banquet similar to this, one of our leading men told a college president that he would like to endow a new chair at our university; a chair to teach the value of time. The distinguished college president replied: "That is a fine idea, but where will I find a professor capable of teaching it?" Many people believe there is too much time wasted in our colleges and that thereby men and women lose an appreciation of the value of time and the regard for it.

There is constant criticism of the over-emphasis of athletics—everyone complains of it. In connection with the University of Washington, here in Seattle for example, there is more newspaper space devoted in one year to a football coach than is devoted in ten years to all the learned professors. And yet, rightly or wrongly, the public expects a winning football team! What the town in which a college is located expects of its football team must be provided; that is a matter of local pride. If you cannot furnish a winning team you will lose much of the interest of the public, from whom the money to run the college comes.

The public expects that higher education will find ways of helping our economic conditions and promoting public welfare. Machinery has been developed to a point where the rougher manual labor has largely been eliminated. We rarely see men digging with spades and shovels and picks as the used to do, because we have labor-saving machinery to do most of the back-breaking work. We have found that machinery can do farm work and we expect through education, more and more, to make all the world's work easier so that more can be done, so that people may live in greater comfort—that the progress made in the last fifty years will continue.

The people also expect higher education to develop men in each locality able and willing to develop the natural resources

of that particular section, just as the University of Washington, for instance, is developing its Department of Fisheries for our fishing industry, and the Department of Forestry for our lumber industry. These are matters in which the public is deeply interested. It expects our educated men and women to be capable of solving problems of this nature and thereby to develop our country.

The public expects that men coming from our institutions of learning shall have an appreciation of the beauty of nature. One of Thomas Jefferson's most interesting letters was written to Dr. Wister, of Philadelphia, just before the Lewis and Clark Expedition started on its voyage of discovery and exploration. In this letter he asked Dr. Wister to make a memorandum of all the things which the Lewis and Clark Expedition should note regarding the flora and fauna, etc., of the country. President Jefferson realized it was not sufficient to map rivers and mountains and oceans, but also wanted the members of the party to pay attention to the trees and flowers and shrubs native to the country. When I see men traveling through our State who point to a tree saying, "That is a beautiful tree," not knowing its name, or saying, "Those are beautiful flowers," not knowing whether they are columbines or daisies, or pointing to a mountain, not knowing the name of it, I feel pity for them because they miss the pleasure which comes from a knowledge and appreciation of nature. I venture to say there are school teachers who could not travel from here to Vancouver and know the names of the flowers and trees they pass; who could not tell the names of the rivers flowing under the bridges which they cross. While this condition exists, people are not getting from education what they expect and what I believe they have a right to expect. Higher educational institutions must be more than trade schools and professional schools. They must provide men and women not only with a practical education, but with a cultural education, so that they may enjoy every phase of life. The making of money is becoming easier and men who have accumulated money value it less and less. Money, in itself, has a decreasing value. It is the finer and higher

things in life that men value. Even if a man has made a fortune, if he cannot enjoy a fine concert, a work of art, a good book, the beauties of nature, he is poor not only in our sight, but in his own. We find that men who have been successful in life want their children to have better educations than they had themselves because they realize that not only success in worldly affairs but the cultural education upon which a few legislators want to save money—make life worth living.

These are the ideas the higher educational institutions should teach and develop in their students. Of course, they must turn out scientists. A new system of higher education may have to be established. Our present State colleges and universities must teach everyone who comes to them, giving him just as much education as he is capable of absorbing. Post-graduate universities will be developed which will turn out real scientists, which will pick men of unusual ability and give them opportunity for real scientific research. While in our colleges today there are post-graduate courses, I believe the time is not distant when most privately endowed institutions will become exclusively graduate schools. Just as our high schools have increased proportionately in attendance so has there been an increase in the attendance of the colleges and universities. The ambition of every parent is that his children shall have a higher education. The time is past when people are satisfied with either a grade school or high school education and the time is coming when every normal average boy and girl will want to attend college. Much as we may complain of the cost of furnishing such an education, we will have to furnish it because the people, who have the final say, will demand it.

The ultimate purpose of education is better citizenship. We must arouse in our young men and women a sense of their obligation to society. They must be taught that selfishness belongs to the past; that an unselfish life, a life of service to the community, is the worth-while life. This result the public expects from our higher educational institutions. They should turn out broadminded, liberal people, free from intolerance and ancient prejudices, free from narrowness of every

nature, so equipped for life that they will have time not only for earning a living, but to get out of life those finer and higher things which education should teach them to desire and appreciate. While the scientific, technical and business education is necessary and important, all this is merely a means to an end; that being cultured men and women in the fullest sense are good men, good neighbors and good citizens.

Mr. WILSON: Mr. Eckstein expressed a doubt—some question as to whether this group of intellectuals might expect much from merely a business man.

That suggests to me a text which I have heard my father repeat and which he heard used by a negro minister at a service in Aiken, S. C., many years ago.

It is one of those beatitudes which is less familiar to us than some of the others:

“Blessed am he that expects nothing, 'case he won't be disappointed!”

I assure you that when Mr. Eckstein speaks, we expect a great deal and that we are never disappointed and that we have not been disappointed in this instance.

We thank you very much, indeed, Mr. Eckstein!

This concludes our speaking program and as President Friley showed a marked desire in the earlier part of this program to personally assume jurisdiction over the musical numbers, and we still have one musical number remaining, I am going to turn back the charge of this meeting to President Friley and, in the meantime, I wish to thank you very much, indeed, for your courtesies towards your Toastmaster, who has enjoyed the privilege of being your guest at this dinner! I thank you! (Applause.)

MUSICAL NUMBERS BY THE COLLEGE OF FINE ARTS

1. Male Quartet.

“Dawn”	Weaver
“Sleigh Song”	Kountz
Frank Hayes, first tenor.	
Frank James, second tenor.	
Frank Kernohan, baritone.	
Walter Huffine, bass.	

2. Violin.

- "Nocturne" *Chopin*
 "Schoen Rosemarin" *Kreisler*
 Marjorie Chandler.
 Eslie Olmsted Hermans, accompanist.

3. Voice.

- "Nocturne" *Chadwick*
 "Summer Afternoon" *Worth*
 "Sunlight" *Ware*
 Edna Mabon.

4. String Trio.

- "Trio" *Tschaikowsky*
 "March Militaire" *Kreisler*
 Marjorie Chandler, violin.
 Eslie Olmsted Hermans, piano.
 Don Bushell, cello.

President FRILEY: Now, with deep appreciation to the Toastmaster and the other distinguished speakers, and members of the university, and thanking you for your presence, we bid you GOOD NIGHT!

WEDNESDAY MORNING SESSION

April 17, 1929—9.15 o'clock

Mr. Edward J. Grant, Columbia University, presiding.

Mr. GRANT: We have been talking a lot, these days, about faculty advisers. We have one with us, who has been not only our adviser but our Dean for many years.

We are very proud of him and we love him and he can tell us, perhaps, better than anyone else, how to do our job well.

Mr. Ezra L. Gillis will talk on the subject of "The Efficient Registrar." (Applause.)

THE EFFICIENT REGISTRAR

EZRA L. GILLIS

Registrar, University of Kentucky

I have searched in vain the dictionaries for a satisfactory definition of an "efficient registrar." The definition of efficient and the definition of registrar fail to give an adequate conception of the duties and responsibilities of this modern administrative officer. The task was assigned me and I take the liberty to modify the title. I want to try to describe "the kind of a registrar I should like to be." I hope to define this imaginary individual by giving a brief synopsis of

His Functions

His Program of Work

His Problems

His Science of Human Conduct

In this way I hope to give you a portrait of the registrar I should like to be.

HIS FUNCTIONS

The registrar's work naturally falls in two divisions, the technique of the work and the professional functions. For a

detailed statement of the registrar's functions, may I at this time refer you to the Committee on Standards (that report will be made later in the week) and to the Allocation of Administrative Duties in 416 Institutions, published for reference as a supplement to this report. From the former you will get what from the judgment of the committee should constitute the registrar's duties. From the latter, in addition to duties in the 416 institutions, you will get the registrar's rank and salary as compared to the other general administrative officers.

I realize that in some institutions the registrar's office is denied the privilege of doing things that ordinarily belong to the registrar. To anyone under such a condition I would advise that he make himself the best prepared person on the campus to do that particular thing and bide his time. I have faith in the ultimate outcome of this principle. Arbitrary authority abused will be taken away from you. "If you are faithful over a few things" you will be given larger responsibilities. This is not only true of registrars but true of other administrative officers. The confidence of your colleagues will bring you all the responsibility that you should have and will bring it as fast as it is safe for you to have it. This ideal condition cannot be attained by legislation alone. It should not so much concern us whether we have the confidence of our associates, but it should be of vital concern whether we deserve this confidence. Unselfish service will in time bring you useful employment and more than that it will make you happy in your work.

For our present purpose, I will define the professional functions as the interpretation of educational data. The registrar should know the technique of his work so as to enable him to conduct efficiently the administrative machinery with the minimum amount of friction, and obtain results in proportion to the energy expended. As the custodian of the richest storehouse of source material connected with the university, his best thought should be centered on the organization and classification of this data so as to make it available for ad-

ministrators and professors of education. If he neglects this important duty, another officer will be appointed to do the work. This does not require the vision of a prophet; it is already taking place in some of our institutions. The service is going to be rendered. It may make little difference to the institution who is the architect of this undertaking, but it does make a vast difference to the registrar whether he neglects this opportunity.

HIS PROGRAM AND HIS METHOD OF WORK

Daily Schedule. He should have a daily schedule. His program should include a schedule of all the work to be done during the year and it should be closely related to his budget. He should have a fair knowledge of the cost of every division and every project undertaken. This will be of great service to him in making recommendations about his future budget. He should be able to tell his president, if he is introducing something new in his office, the approximate cost, and each year his program of work should be submitted to the university authorities for their criticism. If money is being spent for certain statistical studies of no value, this study will aid in the wise expenditure of the institution's funds.

Special Committee to Study the Office. It would be a good experiment to occasionally ask for a committee to study his program; study his annual report; and it will be of special value if he will have someone competent to judge to review carefully all data that he has tabulated for his files. I know of no better advice at this point than for the registrar to keep in close touch with the professors of education. It is impossible for him, without the constant advice of experts in education, to keep in touch with the best thought of the age, and the registrar who denies himself the opportunity to gain power by advising with the administration and the experts in different lines on his campus, is losing an opportunity that may mean a great loss, not only to himself but to the institution. Anyone you go to for advice will think that you have come to about the right place.

Regarding Improvements. One thing that will aid in promoting the efficiency of the office is to assign each member of the staff the duty of noting any mistakes in methods used and to suggest improvements, particularly after the close of any special event, such as registration, commencement, etc. If these suggestions and criticisms are written and referred to before the recurrence of the event it will be particularly helpful. This will not only increase the efficiency of the assistants, but the office will benefit from their suggestions.

Give Assistants a Chance. Few of us realize how important it is in the training of the staff to give them a chance for promotion and to give them the incentive that comes from a share in the responsibilities and in the success or failure of the office. The head of a department is in a position to make or break careers. Every assistant in his department should be given an opportunity to prepare for a position with someone else. The proper spirit cannot be maintained in an office when anyone feels that he is in a blind alley with no hope of promotion.

Library. The registrar's program should include a departmental library. This is just as essential for the registrar as it is for the department of history or English. Many valuable books will be furnished free and if possible he should have complete proceedings of the National Association of Registrars, a copy of the annual reports for the past years, president's reports, the publications and leading surveys of our educational institutions, and the most important books on administration.

HIS PROBLEMS

Ability to Meet Changing Conditions. Let us come now to the third division in defining "The Registrar that I should like to be." Let us consider some of his problems. We are in a living and growing world and the registrar is constantly faced with the problem of adjustment to new conditions, both in education and in business. Many changes are taking place

and no one can with certainty forecast what the next decade will bring.

I recall in this connection a footnote in my school history in reference to the admission of the State of Washington into the Union. On account of the great distance it was thought impractical and the congressman in opposing it made this comment; That "a representative from the State, traveling horseback at the rate of 30 miles a day (which was the maximum he could make at that time)—would require one year to make the round trip and that he would have only one night to stay at the Capital." One can now make the trip in five days. At the dedication a few months ago of the Cascade Tunnel, we sat in our homes and heard Mr. Hoover give the dedication address.

Quoting from one of our business journals:

In the public's disconcerting willingness to turn its back on established institutions, products, methods and ideas, as evidenced by the rusty nails of thousands of abandoned trolley lines, the public's promptness amounting almost to aggressiveness in accepting new products, new methods, new institutions and new ideas, the radio, electric refrigeration, coöperative apartments, installment buying and air mail, these new developments lose their novelty so fast and are accepted with such utter matter-of-factness as to take away the breath of the older generation of business men. Stable and experienced business men are openly or secretly worried for fear something will happen suddenly, another invention like the radio, another development like the auto bus, another national upheaval like prohibition, that will wipe out or seriously cripple their business, make costly machinery useless or destroy the monopoly of some patent without giving them time to make adjustments.

Our educational institutions are not free from these unexpected changes. Within the last decade has come individual work courses, supervised instruction, vocational guidance, sectioning classes on the basis of ability, freshman week, orientation courses, measurements in higher education, intelligence tests and within the last generation has come the elective system, combined courses (Arts-Law and Arts-Medicine), accrediting agencies, quality point and credit system, registration by mail, extension work, and the registrar's office a major administrative position.

Personal Contacts. My experience leads me to believe that

however difficult his problem of adjustment to meet new conditions, the registrar's personal contacts bring him his most difficult problems. I sometimes think a celestial psychologist would do well to locate his experimental laboratory on the university campus. A being of this kind with a good sense of humor and an abundance of charity certainly could have a good time, noting how we misinterpret friendly intentions, how seriously we treat things that are not really serious, how we get exercised over the shortcomings of others when we have enough of our own to take our full time. It is important that we remember that the registrar's office is a service department. If we accomplish the best for ourselves and for our institutions, we must remember as a basis for our work that the value of the office is in proportion to its contribution to good teaching.

THE SCIENCE OF HUMAN CONDUCT

I believe there is coming into the world a new science. For want of a better name I will call it the "Science of Human Conduct." Its laws are as immutable as the laws of the physical and biological sciences. They are just as fixed as the laws of gravitation and the forces that direct the currents of the ocean.

In the light of this new science, let us take stock of ourselves. The great intellects of the world are on both sides of every question, including moral and religious. It is a Christian attitude that we need. Over one hundred years ago occurred one of the greatest events in American history. I have never seen it recorded in any school history; our historians have overlooked it. Historians of the past have been interested in wars and their emphasis has been placed on that. We are coming into a new age. Two men, one representing Canada and the other the United States, signed a treaty for the two countries that the International boundary line between the United States and Canada would not be fortified. That is the longest international boundary line in the world without fortifications and it is the safest from invasion—the fortifications have been built in the hearts of the people,

the only sure foundation for international peace and good-will and happiness in the world.

Our eyes are dimmed by denominational differences, social strata and race prejudices. A vivid picture that was made in jest is this: "That the millenium would be here when we could have a baseball game between the Ku Klux Klan and the Knights of Columbus, with a negro umpire and the proceeds to go to the Jewish Relief." While this was made as a jest, it is a picture of conditions and gives a view of some of the problems that divide us.

The efficient registrar's life must be in accord with the following laws of human conduct:

1. *The Second Mile.* This is not an arbitrary command. It is the law of life. It is where promotions are made, where the race is tested. It is the difference between failure and success. It is the point where the task assigned us has been finished and where our work really begins. Duty is within the first mile. People who live in the first mile live a life of drudgery. Work is the greatest blessing ever conferred upon mankind and drudgery the greatest curse. If you show me a registrar that is moved by the inspiration of his task I will show you a person to whom life is a continual holiday.

"*Get the Beam out of Our Own Eye.*" Our greatest problem is with ourselves. Our first concern should be whether we are at fault. To use a familiar expression, we should "Get the beam out of our own eye." May I give an experience of my public school days to illustrate this? When we were changed into a new district, I knew what would happen. The boys made a ring, as was the custom, and invited me into it and invited someone else in with me. Some of you may not be able to understand the psychology of that rural community. I understood I would have to fight all the boys my size and like an obedient freshman, while I did not like it, when they put it on my schedule, I did the best I could.

I remember being well satisfied with the result and I now realize that I was just a little too well satisfied. Another

boy came in a few days and we misjudged his age. He was a little older than we thought and had a little more experience. They made a ring for him and he readily accepted their invitation and stepped into the ring with an undisturbed look. The boy then looked around for someone and with a remark that they should put a good man in with him, the invitation was extended to me. I knew there was nothing else to do and keep the respect of the crowd.

I was not in his class and he was too much of a man to do anything that would give me an excuse for taking any extreme methods. I went back and went back until there was no use to go. I didn't get angry with him, but with the boys that were looking on. I thought they should have stopped the fight, but they didn't. That afternoon on my way home, I was sore in body and in mind. I sat down on a log all to myself in the field and felt that I had been mistreated. Then suddenly I began to wonder if that wasn't what the boys thought I needed. As I look back over that experience, I am convinced that that was the correct solution. In most of our troubles, when we do not find the sympathy that we think we deserve, probably we have not studied ourselves carefully enough; probably our interest in self has caused us to neglect some of the courtesies due to others. I am wondering now, when some of us are unhappy for lack of sympathy and support that we desire, if some of the faculty members don't think we have gotten about what we deserved? One of my associates when a boy had a droll saying; under similar circumstances I have heard him remark: "That's a fine pity."

"From Him that Hath Not Shall be Taken Away Even That Which He Hath": There is another law that I fear we have never appreciated and understood. We must pay for a necessity if we get it and we must pay for it if we do not get it. The expense of doing without a necessity is often greater than the expense of securing it. If we deny ourselves the essentials to success, it will not relieve us of paying the bill. The only option is whether we secure what we must pay for. If one needs an education and has not secured it, he will pay

for it in loss of salary, loss of opportunity for promotion and greatest of all, in loss of the satisfaction that comes from the feeling that the task is well done. I might word that in a more familiar phrase: "From him that hath not, shall be taken away even that which he hath." This is literally true. There are teachers in the United States and registrars who have not been to college within the last twenty years; who are not keeping pace with new movements; not making adjustments to new conditions; and they are living examples of the truth of this statement. They are being replaced by people who have taken the training and adjusted their lives in harmony with new conditions. I think some of you have heard me give this illustration. I visited my father's sister when she was in her eightieth year. She had been blind for twelve or fifteen years with cataracts over her eyes. Her eyesight had just been restored by an operation. When she last could see, all women wore long hair and long dresses. She now looked out on a new world, and she said to me, "Ezra, the women look wrong at both ends." There are people today who come to my office and they come to yours. They do not understand your language. The words, "conditional credit" and "quality points" are as meaningless as if written in a foreign language.

"Be Charitable, One to Another." May I refer to one other law in the science of human conduct. We should "be charitable, one to another," and if some of the material I use seems to be levity, it is nevertheless philosophical in character and if it does not help you to a little better appreciation of your colleagues and associates, I shall have failed of my purpose. Most of our differences in opinion and much of our unhappiness come from misunderstandings. Some of these are caused by

1. Differences in Education. I recall when a boy visiting my uncle in Louisville, a wholesale grocer. He had written a letter to a huckster over in Indiana to bring him 1 o'possum and the huckster brought him 10 possums. I heard the controversy over the meaning of that order.

2. Differences in Interests. A difference in interest many times makes us see things differently. Recently a suit was filed against a hotel for mental anguish because a traveling man was put in a room with a bed that was already inhabited. It has only been a few years since I was attending a meeting of the Language Department and I heard a very interesting paper on the Greek Classics and all through the report there were a number of references to bed-bugs. I remember this old professor, who was so thoroughly imbued with that classic literature, made this statement: "When I went to Greece and went to bed the bed-bugs got me, but I thoroughly enjoyed them. I said to myself, 'I am in Greece and I am in classic atmosphere.'"

When a person's interest is centered on one thing, it is likely to color his interpretations. On a hunting trip I came into a meadow in one of the Salt River bottoms that was surrounded by the cliffs, which made a natural amphitheatre. Then I forgot that I was hunting. Looking at the cattle grazing in the meadow and at the changing colors of the cliffs, I was lost in the beauty of the scene. My hunting companion, a young man, stopped at my side and said, "Gee, wouldn't that make a dandy baseball park?"

This conversation is said to have taken place just outside of the room of a sick husband. The doctor was telling the good wife that the husband must have absolute rest or there was no hope of his recovery. Now, the wife's mind was centered on the husband and she did not understand what the doctor said. He handed her some powders and said, "You must take these, for your husband must have rest." She said, "How often must I give them to him?" The doctor replied, "I don't want you to give them to him at all; I want you to take them yourself."

3. Differences in Experience. Our different experiences lead to misunderstandings many times and there seems to be no other way but to learn to be charitable and to attempt to understand each other, and to have a little better sense of humor.

Our Superintendent of Buildings and Grounds was making war on the rats on the campus and he was having a hard time. He was spending money trying to kill the rats without much success. You can imagine his reaction, at a meeting of the Requisition Committee, of which he is a member, to a requisition from the Home Economics Department for \$50 with which to buy rats for experimental purposes. Both were right, both doing what they should do, but you can see how that naturally conflicts.

4. False Standards or Lack of Vision. We must keep in touch with the people. Sometimes we find our greatest lessons where we least expect them. When I lived in the country we were trying to get a turnpike about four miles in length, connecting the two main thorofares in the county. We needed the right of way through a poor farm but the owner would not agree to give it or to sell it. He was emphatic that he didn't want the pike. We asked him why and he said it was too hard on his sled. Some people began to say hard things about him. Another man said, "Leave him to me; we have got to get that sled out of his mind; I will take him to Lawrenceburg and get him interested in a wagon and a buggy." Both were purchased. He then thought of a pike in terms of his new mode of transportation and was happy to give the right of way. When you have a problem in your college and the dean or the president, figuratively speaking, has a sled in his mind, your problem is not to abuse or complain but to get that sled out of the way. May I leave this word of caution? The president or the dean may have the same trouble with you.

"Be Faithful Over a Few Things and I Will Make You Ruler Over Many." May I mention one other law? If a person accepts a position, that position soon gets to be about the size of the person that holds it—that is inevitable. Just imagine for a moment if all the registrars in America were like a few of the best! Consider the changes that would take place almost over night in the salary and in the status of the registrar, and the difference in the service that would be

given. The registrar's position would at once be recognized as coordinate with that of the deans in all of our institutions.

Now let us change that. Suppose all the registrars were like those that are doing the least. Then we can understand that no one can live unto himself. You cannot travel by horse and buggy now without hindering the progress of other people. If we take our place—or, as Mr. Roosevelt has said, "If we lift ourselves a little, we lift our whole fraternity in proportion; if we lower ourselves, we lower our whole fraternity in the same proportion."

I came across the mountains and occasionally some of the greatest views would be obstructed by the undergrowth; then occasionally the train would reach a higher elevation and we would get a glimpse of the great landscape. While the registrar must know the mechanical processes and master the details of his office, unless he can occasionally look above this routine work at the service he is giving, it will be to him a great loss, for he will be unable to adjust his organization to the educational policies of the institution.

Such illustrations could be continued over a long period. We have attempted to illustrate some of the causes of our differences, in the hope that we will be a little more charitable to every person with whom we have to deal. More people are honest and conscientious in their judgments and in their conduct than we realize.

I have tried to give a synopsis of the registrar's functions, his program, his method of work, his problems and certain laws of the science of conduct, with which his life must be in accord, so that we can have some appreciation of the training and qualities of the person to fit this particular task.

The Registrar I should like to be, then, would be equipped for his task, would understand the opportunities he has for service, would realize that the job is big enough to challenge the best that is in him.

Two years ago I heard President Hughes talk before a class of registrars at the University of Kentucky, and I remember this statement. He said, "You will have to have

technical training, but aside from that, you will have to be such a person that if all that technical knowledge were taken away, there would be someone left that the people would respect."

Some Attributes of the Registrar I Should Like to Be. He is never cocksure; he is always willing to admit that he may be wrong; he is never afraid to say he does not know; he never specializes in closed questions; all questions are open questions; his mind is always open to new truths, new problems in education. He is always ready, in the presence of new knowledge, or fresh challenges to question the soundness of his former observations and the sanity of his former conclusions. The most critical time in his life will come when he thinks the problems have all been solved and there is nothing to do but to tell about it.

In order to portray the spirit of that person—that imaginary person that I am describing, I will close with just a brief poem by Professor Noe, called "Creed." The last lines will illustrate the spirit of the registrar I should like to be:

CREED

He never knew what Darwin said,
What Moses wrote he never read;
But every night he bared his head
In sweet communion with the stars.
And every morning when the bars
Of darkness tumbled down, he fled
To mountain tops whence he could see
The superhuman jubilee
Of Dawn, till earth and every tree
Were filled with fire and song that seemed
An anthem of the world redeemed.
So Enoch walked with God and knew
That Nature's miracles are true;—
That sin is blindness of the soul
Which Love and Beauty can make whole.

Mr. GRANT: We live in a very materialistic world and it is certainly refreshing to have pointed out to us the spiritual values that may be brought into our work. I am sure we have all enjoyed Mr. Gillis' paper.

Owing to illness, Chancellor Samuel P. Capen, who was to

speak on the topic "The Faculty Looks at the Registrar," could not be with us today. We will go to the next topic.

Likewise, Dr. Robinson, owing to illness, is away, but Mr. Charles T. Fitts, of Pomona College, has kindly volunteered to read his paper for him. "The Organization and Administration of the Registrar's Office in the Small College."

THE ORGANIZATION AND ADMINISTRATION OF THE REGISTRAR'S OFFICE IN A SMALL COLLEGE.

DR. J. R. ROBINSON

Registrar, George Peabody College.

Before attempting to discuss the organization and administration of the registrar's office in the small college it seems desirable to agree upon at least a working definition of what a registrar is. In one small college the registrar spends the greater part of his time looking after student absences; in another college two-thirds of his energies are devoted to dormitories and student rooms; in a third college the registrar is also bursar, and the attention required by the finances of the institution leaves very little time for anything else. In the larger institutions one does not find a uniform list of duties performed by the different registrars but there is probably a more substantial agreement there than among the smaller colleges. It seems too much to expect that we will ever arrive at a complete list of duties and be able to say that all of them should be performed by all registrars and that no registrar should perform any duty not on the list. Such uniformity would probably not be desirable. But it does seem desirable to be able to enumerate those duties that should form the nucleus of a registrar's work. What, essentially, is a registrar; and what are the essential units of his job as it has developed in our colleges? The answer may be found in the proceedings of this association. For example, in 1926, Dean Friley gave us the history and development of the registrar. He traced the evolution of

the office from a clerkship to what it has since become. He referred to a number of instances where the registrar's work and his position had been studied and defined in this association. In conclusion he named three things as the essential work of the registrar: routine, personal service, and educational research. By routine he meant the making of records and all of those everyday, humdrum duties most directly associated with the keeping of records. This he called the framework of the registrar's job. The personal service to officers, students, and others must come primarily from the registrar's knowledge of the academic records he keeps. The study of educational problems affecting the policies of the institution must also be based on his records—on the information he has in his files of the real workings of the institution.

At the same meeting in 1926 Dr. Coffman gave substantially the same analysis of the registrar's work. He enumerated his essential duties as recording, rating institutions, giving personal service to students and faculty, and giving guidance to the faculty by defining problems of educational administration in the institution, and by anticipating questions of policy. This last duty the registrar is able to perform by an intelligent and continuous study of the inner workings of the institution as revealed by the academic records.

May I say then that a registrar is one who is essentially concerned with the academic records of the college? Divorce him from the records and he is no longer a registrar. He may be a great deal more than a keeper of records but the central core of his job grows out of those same records. Historically the registrar's development has been by three stages. First, he was a bookkeeper, keeping a record of students' grades and credits. Second, he was given the responsibility of seeing that the student's record was in conformity to the requirements of the college. In this capacity he passed on admissions, checked for graduation, for class attendance, for honors, and for eligibility to athletic games. It became necessary for him to give information and advice

to students. He became an interpreter of catalogue statements, faculty regulations and policies. The third stage was reached when it was found that the information in his office might be of use to the faculty and administrative officers. Demands began to come to him from the president, dean, or instructor for isolated facts, groups of facts, or a complete statistical study based on the data in his office. The registrar had then become a statistician and a research worker in problems of college administration.

In every stage of the registrar's development he has been a keeper of academic records. In the highest stage he may be an authority on the workers, and on the tools, machinery and processes of higher education, and on the material with which it works, but he still makes and keeps as well as interprets the academic records of his college. His essential duties are bound up with those records. If the registrar gives advice to students, he does it on the basis of his knowledge of the student's record and his knowledge of the workings of the college, its requirements and expectations. If he has official contacts with another member of the faculty, it is on the basis of his knowledge of the institution, its policies, its administrative machinery, its students. If he has contacts with parents, and with the public, it is on the same basis. If he advocates a change in policy, makes or suggests a study of a particular problem of college administration, it is all based on his records and on the knowledge thus derived of the workings of the institution.

If the registrar's real work is making, keeping, interpreting and applying academic records, and if his other duties naturally are such as are associated with this, it logically follows that there are duties in the college that do not belong to the registrar. These duties may be assigned to him and may be performed well, but they are duties that are not primarily a part of his job. If they do not interfere with his real work no harm may be done, but they do not add to the efficiency of his real work and should not be considered as a proper function of his office. A professor of chemistry may

have general charge of parking automobiles on the campus but it is a duty that has no connection with his service as professor of chemistry. The registrar should hesitate before he objects to an added duty that he is asked to assume. Perhaps he should undertake the service even though it is apart from his real job. I am merely trying to call attention here to what his real job is, and to separate that job from duties that are not associated with it. In the small college he is likely to have duties other than those of his office. Let us consider a few things in the college that are not the work of the registrar.

The registrar is not the bursar or business manager. There are some colleges where the registrar has charge of the financial records and the financial interests of the college but he does not do this in the capacity of registrar. Personally, I do not believe that this combination is good administrative practice. There is a danger that the financial interests of the college will become the registrar's main interest and that academic records and educational accounting will become secondary.

The registrar is not primarily a truant officer. He knows about absences. His records furnish the information needed and he may have something to do with encouraging or enforcing regularity of attendance, but he must not be allowed to devote practically all of his time and his energy to this one thing.

The registrar is not primarily a teacher. In the small college he is likely to have teaching duties but he should not have a full-time teaching load, nor should teaching be his main interest.

The registrar is not dean. He is not the officer charged with the coördination and improvement of instruction or the building of curricula. He has an interest in this as do other members of the faculty and he is able from the records to furnish information to the dean that will guide him in his work. There are some deans in our small colleges who are also doing the work of the registrar but the functions of the two offices are separate and should not be confused.

The registrar is not primarily dean of men or dean of women. He is not an officer in charge of student rooms or dormitories, nor one who directs or supervises student social activities. He does come in close contact with students. He should know and his records should show their personal history and personal traits. On the basis of this information he gives constant help and encouragement and guidance, but the registrar's first interest must be the educational work of the college and its application to each individual student. He is interested in the comfortable housing of students, in their social affairs, their clubs, fraternities and class organizations. The proper management of these will promote the educational work of the college, but the direction of these activities is not a duty associated with the academic work of the college and consequently is not essentially a part of the registrar's job.

Finally the registrar is not the college postmaster, does not have charge of the college bookstore, and is not superintendent of buildings and grounds.

Perhaps all of the things enumerated above are sometimes done by registrars acting in their several capacities. One is almost tempted to say "Seek ye first the position of registrar and all these things shall be added unto you," but they must be kept separate, at least in our thinking, from the registrar's real job, and that real job should not be allowed to suffer because of the distractions of too many unrelated duties.

But it is more important that the registrar should actually have the duties that should be his than it is for him to be free from duties that do not belong to him. We can't expect to find an efficient registrar's office or an efficient college administration where the duties that should be in one office are scattered over the campus and assigned to different administrative officers or committees.

If we can agree that the duties of a registrar in a small college should be those that are more or less directly associated with academic accounting, I believe we can arrive at a fairly well defined set of duties that will be the central core

of the work of the registrar's office. The following duties are suggested for consideration:

1. Passing on admissions and claims for advanced credit.
2. Registering students in the college.
3. Keeping the academic records.
4. Advising with the individual student on the basis of his academic record and the requirements and policies of the college.
5. Furnishing information to students, parents, and the public.
6. Studying individual records to see particular needs, for example, checking for graduation, for honors, eligibility for athletics, failures, border-line cases, etc.
7. Interpreting these records and advising with dean, president, and faculty.
8. Compiling statistical data, such as number of students, geographical distribution, etc.
9. Making studies of the work of the college, such as students failing during the year, size of classes, student load, teaching load, etc.
10. Editing the catalogue and other college publications.

Let me repeat that this list is not supposed to include everything the registrar should do, but merely to represent the central core of his work.

I believe this list of duties is in agreement with the registrar's job as I have attempted to define it, and that it fits in with his logical place in the college administrative machinery. I believe it fits in fairly well with practice in the registrar's office in the better colleges of small enrollment. Last year Miss Rebecca Tansil published in the *Peabody Journal of Education* the results of a study of the registrar's office in the small accredited liberal arts colleges of the Southern Association. The work of the registrars in those colleges was in the main as outlined above.

Assuming that we agree on the definition of a registrar and on the outline of his duties in a small college, how should

the office be organized and administered? In a large institution we are likely to find a number of subdivisions of the office to take care of the separate units of work. There may be one division for admissions, another for records, another for publications, or statistics or other phases of the work. In the small college all these duties must be performed by the registrar himself with whatever office assistance he can get. Sometimes this assistance is limited to a stenographer or a part-time student. Each duty is less extensive than in the larger institution but it is just as important to the college.

Not only is it impossible in the small college to subdivide the registrar's office into departments, but it is frequently necessary for it to be combined with another office, or part of another office. Sometimes one individual must constitute the entire force of one office and be more besides. This is a practical situation that must be met in the face of all considerations of the unity of the registrar's job and the relations of his various duties to each other. In the small college it is difficult to justify a full quota of full-time administrative officers. The cost of administration becomes too large as compared to the cost of instruction. The duties of an office may not be sufficient for a full-time officer. This situation is met in one of two ways or a combination of the two: first, all, or at least some of the officers do a considerable amount of teaching; second, the administrative duties are allotted to a smaller number of administrative officers. For example, the president may be acting as president and also as business manager; the dean may be almost a full-time teacher or may be dean and registrar; the registrar may be registrar and also business manager; the business manager may be superintendent of buildings and grounds or have other duties in addition to those usually associated with his office. The following are some of the combinations found. There are probably quite a number of others.

1. A president, a dean, and a registrar who also performs the duties of business manager or superintendent of buildings and grounds or some other office.

2. A president, a dean, and a registrar, all of whom or at least two of them, have a considerable teaching load.
3. A president, a dean, and a professor who acts as registrar in addition to almost a full teaching load.
4. A president and a professor who acts as both dean and registrar.
5. A president, a dean, and a registrar who is a clerk to the dean.
6. A president and a dean who also serves as registrar.
7. A president and a registrar.

A careful investigation of the facts might show just what combination is best for a small college. Perhaps one combination is best for one type of college and a different combination for another type. Only a few observations can be attempted here. The first combination is open to criticism in that some of the registrar's duties have little or no relation to the rest of his work. The work of one office is likely to be emphasized at the expense of the other. There should be as much unity and as little distraction as possible in each man's job. The second combination seems objectionable in that too many officers are doing a very little administration and a great deal of teaching. The quality of the teaching may suffer or the immediate demands of the classroom may absorb the best energies of the administrator. The same objection may be made to the professor acting as registrar in the third combination, and to his acting as both dean and registrar in the fourth. Number five and number six are practically the same. In the latter case the title of registrar is added to the title of dean whereas in the other case it is given to the clerk. In either case the dean will need an assistant to do the routine clerical work. Perhaps number six is the better of the two as the officer there is specifically employed to be both registrar and dean and is consciously performing the duties of both. In number five the dean's duties are predominant in his thinking and the registrar's duties may be neglected. The clerk may have little or no supervision or guidance. Probably the choice of the organization should

lie between number six and number seven. In the very small college—150 students or less—number seven might be best. In this case the duties of the dean may be performed by the president or some of them given to the registrar. In the larger small college—400 or 500 students—number six might be preferable. The nature of the president's duties, his temperament and training should be taken into consideration. If he is continually away from home, engaged in a drive for funds, or in a building program, the organization should perhaps be different from that of a college where the president has time, training and an interest to devote to the instructional activities of the college.

The next step in the organization is the selection of the officers to fill these combined positions. The officer who is to perform the duties of the registrar should of course be qualified for the work he is to do. He must be a college man and should have some special training for his job. He should know something about the problems of college administration. In order that his work may be readily acceptable to students and faculty, and consequently be of greater value to the college, it is necessary that he be a recognized member of the faculty and that his position be one of dignity and honor.

With the registrar employed and his duties defined, we find his office one of the units in the administrative machinery of the college. The president is the chief executive officer and the registrar is one of his staff. He, with the other college officers, must serve the college under the direction of the president and in accordance with the administrative policies of the board and faculty. It is important that there be harmony and coöperation in the administration of the college, and the registrar will need all of the assistance, coöperation, and moral support he can get. As a member of the faculty he has a voice in the determination of the policies he is to enforce, and his influence is often the determining factor in the shaping of these particular policies. But no matter how capable the registrar is, he needs to avail himself of the ideas of others. As Mr. Gillis has often said, it should not be

hazardous for someone outside of the office to make a suggestion. If the registrar has an open mind he will sometimes find constructive suggestions coming from unexpected places. Members of the faculty who have had little or no administrative experience sometimes have the soundest judgment. The viewpoint of a student may be worthy of consideration. Sometimes there is a committee, such as a committee on admissions, appointed to be the policy-determining body of the registrar who is the committee's executive officer. Such a committee can be a valuable aid to the registrar. But whether policies are determined by the faculty alone, or through committees, it is a principle of administration that neither the faculty nor the committee execute those policies. The registrar is the executive officer and should decide all individual cases in accordance with the general policies adopted. Neither committee nor faculty should be called in session too often. Trivial matters should not be laid before them. They should not be permitted to interfere with the regular work, reverse the registrar's decisions, or make certain cases exceptions to established rule. If the registrar cannot accept full responsibility, or cannot be trusted to perform his duties as an executive officer, the college needs another registrar.

Generally there are other committees in the college with whose work the registrar should be acquainted. He should be a member of any committee whose work is closely related to the duties of his office. He may make some contribution to the work of the committee and he needs any help that the committee can give. He should be a member of the committees on discipline, publications, and the curriculum if there are such committees in his college. Probably he should not be chairman of any of these unless he is also acting as dean, but he should know about their work and participate in it. Perhaps he should be secretary of the committee on discipline and as such keep all records of its work.

The next thing that seems desirable in the organization of the registrar's office is provision for enough help so that the

burden of clerical detail will not be able to kill the spirit of intelligent inquiry and service that must pervade the office if the best service is to be given. Proper mechanical equipment will also be essential.

In conclusion may I be allowed to say once more that the duties related to the registrar's job should be centered in one office and not distributed to a number of offices or committees; and also that duties outside the proper sphere of his office should not be allowed to divert his attention and interests to too great an extent from his real job. In any combination of offices made necessary by the smallness of the college, consideration should be given to the unity and to the relationship of the duties involved. The registrar's main interest must be his own work. His main duties should be those that belong to him. With a registrar thus qualified, equipped and defended, I have no fears for the administration of his office.

MR. GRANT: Last year, a Committee was appointed on Fellowships to make a study of the question of "Measurement of Student Load" and I will ask Mr. West, the Chairman of that Committee to present his report at this Session, please.

MR. WEST: Mr. Chairman and Friends: It is with a good deal of hesitancy that I appear here again this morning after taking so much time yesterday. If it were not for that hesitancy, I would have risen a little earlier in the proceedings this morning to say that Mr. Gillis' remarks were to me, a real inspiration and, also rather depressing. They are inspiring and the reason why they are inspiring I don't need to tell any of you; they are depressing when I think of his description of what a Registrar ought to be and what I am. It makes me wonder if I am really a Registrar after all and when troubles come up during the year—and they come to me as they do to all of you—all I have to do is to go to my back office, where I can light my pipe, and think of some of the philosophical things that Mr. Gillis said at the last Annual Meeting, or the one before, and I usually find consolation and a solution to the difficulty.

I will now read the "Report on the Coöperative Experiment on Measurement of Student Load."

REPORT ON THE COÖPERATIVE EXPERIMENT ON MEASUREMENT OF STUDENT LOAD

The definition of "a student" for college statistical purposes has been a subject for discussion for a number of years in the American Association of Collegiate Registrars, as well as in other educational organizations, without arriving at any very satisfactory conclusion.

The existing method of expressing college or university enrollments in terms of the number of individuals who have registered in the course of a year, although it may in a general way measure an institution's sphere of influence, when used as a measure of student load, is open to serious objections. The more obvious of these may be summarized as follows:

1. No distinction is made between the student who remains in college for a few days and those who continue throughout the year.
2. Each individual is counted equally as *one* student whether he carries a full program or only a few credit hours of work.
3. The elimination of duplicates in a count of total registration including summer sessions may entirely misrepresent the institution's load both in total and in distribution.
4. No provision is made for weighting totally unlike registrations such as a full-time registration for the nine months of the academic year and a registration for a correspondence course covering a period of a few weeks.
5. Lack of uniformity exists in methods of counting students which renders of doubtful value the inter-institutional comparisons for which these counts are used.

The first official action of the American Association of Collegiate Registrars in recognition of this problem was taken at the St. Louis Convention in 1922. On the recommendation of Dean Raymond Walters, then registrar of Lehigh University, the following definitions were adopted:

"(A) The full-time regular student is a student who has completed a four-year high school course and is devoting his main time and attention during the collegiate year to study in a curriculum leading to a degree.

"(B) The full-time special student is a student who is devoting his main time and attention during the collegiate year to courses of full college and university standard, but not leading to a degree.

"(C) The part-time student is a student whose main time and attention are given to some other employment and who takes courses of full college and university standard in late afternoon, evening and Saturday classes."

"(D) The summer school student is a properly qualified student who takes in residence at the institution courses of full collegiate standard.

"(E) Extension and correspondence students are students who

in class or by mail take courses which are not of full collegiate standard."

In the opinion of many members of the Association, however, these definitions are neither accurate nor adequate. While they do recognize that differences exist between types of students, they make no provision for evaluating these in terms of a common denominator nor for a numerical expression which may properly include all student enrollments, weighted for amount of work carried and length of period of attendance.

At the meeting of the Association held at Boulder in 1925, the Committee on Educational Research was instructed to make a study of the nomenclature in use, particularly with reference to such basic terms as enrollment, full-time student, unclassified student, special student, etc.

Subsequently a number of definitions were presented at the Minneapolis meeting in 1926, only one of which met with sufficient general approval at that time to be adopted. This read as follows:

"A student for purposes of measurement of college enrollment is considered to be any person who enrolls in any class of collegiate grade and pays the requisite fee."

The definition of various types of students in terms that would be commensurate with each other was left for further study. The net progress obviously was negligible. The committee did determine, however, by means of a questionnaire to all members of the association, that a wide variation exists in the methods of counting college enrollment. Of 277 institutions responding to the committee's inquiry, 180, or practically 65 per cent, followed a practice in accord with the definition quoted above. The remaining 97 institutions based their counts of enrollment on 18 different residence requirements varying from "one class" to "full term." The detailed results appear in the Winter Number of the *Bulletin of the American Association of Collegiate Registrars* (January, 1927).

The use of the "student-credit hour" as a unit of measurement has been used for many years in college surveys and as a basis for comparisons of instructional costs within institutions. This method, however, has not been looked upon with favor as a basis for stating institutional enrollments or for inter-institutional comparisons.

Obviously, for the latter purpose, the "student-credit hour" count might be as misleading as the count of total enrollment, since credit hours in different institutions have distinctly different values. Furthermore, while the layman can visualize a "student," he has no conception of the meaning of "student-credit hour."

Even within the same university full-time work for one group of students may represent nominally more credit hours than that of another group.

It does appear feasible, however, to use as a basis both for statements of enrollment and for comparisons between institutions the student-credit hours stated in terms of the number of theoretical full-time students.

This may be obtained by dividing the number of student-credit hours by the normal registration load for any college or for any group following the same curriculum within an institution.

The University of Minnesota in 1926 published as one of its Survey series¹ a study on measurement of student load in which

¹ *The Bulletin of the University of Minnesota*, Vol. XXIX, No. 13,

such a plan had been used with interesting results. With a total collegiate enrollment of 10,700 students for the academic year 1924-25 the average weekly enrollment of "full-time" students for the year was only 7,900 students and the maximum at no time exceeded 8,300.

On the other hand, it seemed entirely probable that in the smaller colleges and independently organized professional schools, particularly those located in the smaller urban communities, a much larger proportion of students would be giving full time to their college work and the spread between an enrollment count on the theoretical full-time basis and a count of total registration as generally accepted would be much smaller, if not altogether negligible.

The need for some solution to this problem was still further emphasized at the Atlanta Convention of the A. A. C. R. in 1927, when data were presented by Miss Moores, of the University of Kentucky, on "Operation Costs of the Registrar's Office" in which comparisons of costs were made on the basis of student enrollments.

In spite of the potential values in such studies, the results will always be open to serious question until such time as a definite mensurable standard is adopted as the basic unit for comparison.

The Land Grant College Survey now in progress under the direction of the Bureau of Education would undoubtedly result in more satisfactory conclusions if the enrollment data for the years under consideration could be expressed in a more definitely tangible form than merely the number of individuals registered. This has been recognized to a degree by the Survey and enrollments have been classified on the basis of "less than five credit hours," "five to twelve credit hours," and "more than twelve credit hours." This obviously, however, goes only part way toward the solution of the problem.

As the larger universities have developed with increasing complexity of organization, differentiation of separate professional schools and the assumption of new functions, such as evening classes, correspondence work, and short courses, it has become impossible to compare with any degree of accuracy the total enrollment figure of one year with that of several years preceding.

It has become equally impossible to compare such institutions with each other or with institutions different in type with respect to size of student body or factors dependent on the size of student body and student load.

Such a plan as that proposed by the University of Minnesota, however, presents certain disadvantages:

1. Additional cost of collecting data on the full-time student basis.
2. The difficulty of comparing the results obtained by such a method with those of previous years already on record.
3. The difficulty of obtaining any general acceptance of a plan which tends to show a smaller figure for registration.

Obviously for some years, at least, any new plan would have to be supplementary to the present practice if progress towards its adoption is to be made.

In an attempt to arrive at some plan more satisfactory than the present one, a number of registrars agreed to follow the Minnesota Plan during the academic year of 1927-28, with the hope that some

March 25, 1926, Report of the Survey Commission VIII, "The Measurement of Student Load."

practical method of counting enrollments on the basis of a standard unit might be evolved. This coöperative project was also undertaken with a view to determining the extent of the variation in different institutions between theoretical full-time enrollment as a measure of student load and the total number of individual students registered in the course of a year. The following memorandum of procedure was agreed to by those collaborating in the study.

It seemed desirable to make the preliminary experiment as simple as possible, and at the same time outline the procedure in sufficient detail to permit direct comparisons of the results obtained by participating institutions.

No special forms were deemed necessary. Each collaborator was asked to collect through the college year the following information as of the close of each week:

1. Total registrations.
2. Number of registrations in effect (actual attendance).
3. "Full-time" registrations in effect (computed).

This permitted the preparation of a table for each institution under the following headings:

1.	2.	3.	4.
Week of College Year	Total Registration	Actual Attendance	Full-time Actual Attendance
1st			
2nd			
etc.			

COLUMN 2, TOTAL REGISTRATION.—A count of the total number of individuals who have registered and paid fees to date.

COLUMN 3, ACTUAL ATTENDANCE.—A count of the total number of individuals as in Column 2, deducting those who have canceled, dropped out, or failed to return at the opening of the 2nd semester, 2nd and 3rd quarters, etc.

COLUMN 4, FULL-TIME ACTUAL ATTENDANCE.—This figure was computed as follows:

Total No. of credit hours of registration in effect

Normal load

= No. of theoretical "full-time" students.

At Minnesota, for example, students in the Arts College are required to complete 180 quarter credits for graduation. The normal period of time required for the B. A. degree is four years, or 12 quarters.

$$\frac{180 \text{ Credits}}{12} = \text{Fifteen credits, or normal load for one quarter.}$$

The "full-time" actual attendance at the close of any week would therefore be computed as follows:

(Total credit hours registered for to date) minus (Total credit hours canceled to date) divided by (Normal load for one quarter or semester).

In Engineering and Architecture at Minnesota the total graduation requirement is 204 credits, or 17 credits per quarter.

In the professional schools, such as Mines, the prescribed curriculum requires different loads for successive quarters and years. In each case, however, the registration blank can be marked in fifteenths, sixteenths, seventeenths, etc., according to whether the requirements are fifteen, sixteen or seventeen credits. By adding blanks with the same denominator separately, the count can be made without difficulty.

Changes in Registration.—When a registration is canceled or changed, the date should be entered on the registration blank. For example, if a student is registered for 17 credits (normal load 15 credits), and he cancels a five-credit course on October 10th and adds a three-credit course in its place, the notation "17/15" which was entered on the blank at registration should be modified to read "17/15—15/15 (10-10-27)." This will show what has happened and when, and permit the count for this experiment to be made at any time. In general, after the complete count at the close of the first week, a record of changes during each succeeding week can be kept as they occur, so that the data for the week can be obtained by adding new registrations to the former week's figure and deducting losses.

It was suggested that separate counts be kept for

- (a) Undergraduate students.
- (b) Graduate enrollment, and, if offered by the institution,
- (c) Sub-collegiate enrollment, and
- (d) Extension and correspondence enrollment, and
- (e) Total for the institution.

In every case, the figure in Column 2, "Total Registration," should be a net total from which duplicates have been deducted.

For the purpose of this experiment, it was suggested that only the totals (not men and women separately) be reported, although several of the institutions extended the method to include further details, such as counts by sex and by different administrative instructional units.

To insure a greater uniformity in this experiment the following general rulings were agreed to:

1. *Auditors.* Auditors should be included separately and appear in the tables in parenthesis following the figure for students enrolled for credit. For example, a line in one of the tables reading as follows:

1.	2.	3.	4.
5th week	200 (15)	187 (14)	143 (8)

would be interpreted to mean:

(a) That at the close of the 5th week of the college year a total of 215 individuals had registered and paid fees, of which 200 were registered for credit and 15 were registered only as auditors. A part of the "200" might be registered for some work as auditors and some for credit, but such students would be counted for credit in Column 2.

(b) That by the close of the 5th week there remained in college 201 students, of which 14 were auditors, and

(c) for the same period, these 201 students represented 143 full-time students registered for credit, and 8 full-time students auditing

only. (Note that in Column 4 the figure "(8)" would include the credit hours for which the 14 auditors were registered as well as the credit hours of any course which the 187 students registered for credit might be auditing.)

2. *Graduate Courses.* In many institutions, definite credit values are not assigned to strictly graduate courses. The proportion of full work that a graduate student is carrying under such conditions will have to be estimated as closely as possible.

3. *Non-Credit Courses.* Courses required for graduation without credit can be ignored in making the count. Where such courses replace credit courses in the student's program, however, they should be assigned a credit value in determining the student's load. For example: At Minnesota, the freshman is required to carry military drill and gymnasium, in addition to the normal load of 15 hours per quarter, and those courses are not included in calculating the freshman load. On the other hand, freshmen in Engineering who have not had high school higher algebra, are required to pursue such a course in the University without credit and postpone the regular credit course in mathematics. In estimating the load of such students, this course is counted as five credits, since it meets for five hours each week.

4. *Fractional Students.* In computing the number of theoretical full-time students, fractional students should be carried as far as the totals to be reported and then dropped, using the nearest full number in the tables.

Of the nine institutions who originally started the project, data have been furnished by the following:

The University of Oregon
The University of Montana
The University of Missouri
The University of Minnesota
Knox College
The University of Kentucky

Since this report is intended to deal primarily with the comparative situation in the several coöperating institutions, only totals for collegiate students are included in the tables which follow, although several of the institutions have included detailed data which would be well worth further analysis.

TABLE I

Comparison of Total Enrollment, Actual Attendance and Theoretical Full-time Attendance for 1927-28 at the University of Oregon.

Week of College Year	Total Enrollment	Actual Attendance	Theoretical Full-time Attendance
2	2837	2827	2773
3	2846	2830	2765
4	2847	2815	2746
5	2848	2799	2723
6	2849	2795	2711
7	2849	2791	2702
8	2849	2782	2686
9	2850	2769	2661
10	2850	2763	2649
11	2850	2750	2637
12	2850	2749	2635
14	3041	2745	2733
15	3041	2734	2709
16	3043	2725	2694
17	3043	2712	2677
18	3044	2699	2660
19	3044	2693	2647
20	3044	2684	2635
21	3044	2682	2627
22	3044	2679	2620
23	3044	2678	2616
25	3126	2594	2559
26	3126	2592	2557
27	3128	2591	2545
28	3128	2586	2535
29	3128	2582	2528
30	3128	2575	2516
31	3128	2568	2502
32	3128	2565	2493
33	3128	2563	2482
34	3128	2556	2472

NOTE: It will be seen in the table that the data are shown beginning with the second week of each term. This was done because it was found to be impractical to compile registration figures at the end of the first week. This is due to the fact that at the University of Oregon the first rush of registration continues through the second week.

In computing the full-time equivalent, separate counts were made for graduate students, professional law students, and for regular undergraduates. No students are registered as auditors only.

The procedure in making this study was as follows: At the end of the second week of each term (after registration was practically completed) the study program cards of all students were added to give the total hours registered by each of the divisions of the student body mentioned above. These totals were then divided by the

student loads as computed for the respective divisions. At the end of each succeeding week a count was made of all courses dropped and all courses added to the student's program, and the totals were added or deducted to the total carried forward from the preceding week.

A study of the theoretical full-time attendance for the other divisions of the University—the Medical School, the School of Social Service, the Extension Division, and the Department of Correspondence Study—was also begun. This study was not started until the first of January, and the results which are only fairly satisfactory are not included. The difficulty appears to be due to the fact that the term "enrollment" was not used to designate the same thing in all departments. In some it was obviously confused with actual attendance. It will be necessary to work out a more uniform method of procedure next year.

TABLE II

Comparison of Total Enrollment, Actual Attendance and Theoretical Full-Time Attendance for 1927-28 at the State University of Montana.

Week of College Year	Total Enrollment	Actual Attendance	Theoretical Full-time Attendance
1	1345	1341	1361
2	1362	1351	1366
3	1386	1375	1373
4	1403	1385	1365
5	1412	1390	1359
6	1410	1387	1354
7	1413	1388	1351
8	1413	1384	1346
9	1413	1381	1342
10	1413	1377	1337
11	1413	1374	1333
12	1413	1371	1331
13	1413	1371	1331
14	1536	1330	1341
15	1544	1340	1340
16	1547	1374	1347
17	1548	1371	1342
18	1548	1363	1333
19	1549	1356	1323
20	1549	1350	1318
21	1549	1346	1314
22	1549	1345	1311
23	1550	1345	1311
24	1550	1345	1311
25	1579	1213	1188
26	1585	1231	1196
27	1587	1229	1191
28	1589	1255	1184
29	1589	1252	1180
30	1589	1252	1177
31	1589	1251	1175
32	1589	1251	1174
33	1590	1247	1167
34	1590	1243	1162
35	1590	1241	1159
36	1590	1239	1157

The date of registration was taken as the date of acceptance of the registration certificate, inasmuch as the same date is used in the usual University reports. This date corresponds generally to the date of payment of fees, but not necessarily so.

There are 12 weeks in the quarter. In the Autumn Quarter, 1927, Freshman Week began Tuesday, September 20. Instruction began Monday, September 26. The first week (for purposes of student load statistics) was considered as beginning September 20 and extending to and including Wednesday,¹ September 28. Without going into a detailed explanation, this was done with the idea that the statistics would be more accurate. However, such a division of the week has been found to be of no added advantage, so in succeeding quarters the week was considered as ending Saturday afternoon. That means that all new registrations, withdrawals, changes of schedule, etc., that occurred during the week, even if on Saturday forenoon, were considered as effective in altering the statistics, as if they had occurred on Monday of the same week.

The mechanical procedure was as follows:

In the upper left-hand corner of each student's statistician's card was marked the *week* of registration, thus, e. g. ② determined from the official data on the statistician's card. The statistician's card was then compared with the study list card and the number of hours carried by the student marked below the week, thus, e. g. ②.
15

The following were special cases:

If a student registered in the second week for 17 hours, of which 12 hours was for credit and 5 hours was for audit, his statistician's

card would be marked A-5 ②. After the Autumn Quarter, the card of a
17

similar case will be marked A-5 ②, since there is no advantage in showing the "17" and since the "12" and the "5" are added in different groups.
12

If the student registered in the second week as an auditor only, in 17 hours, his card would be marked A ② later marking used is ②.
17 17A

After the hours had been entered on all the cards, the cards were separated into these groups: (1) General, (2) Forestry students, (3) Law students. The separation by men and women was still maintained. The cards were then further separated according to weeks, since the statistics were computed several weeks after the beginning of the quarter.

A. The number of students in each group, and in each week, was found by actual count. The total number of hours was then determined for each group, and for each week. The number of auditors and of hours of audit were made the objects of special notation.

B. Date of withdrawal was taken as the date of presentation of the withdrawal card at the Registrar's office. In the case of a student withdrawing in the second week, if he carried 15 hours, the

¹ This accounts for the short thirteenth week.

withdrawal card was marked ②. In the second week, the withdrawal card of a student carrying 12 hours for credit and 5 hours for audit would be marked ②. In the second week, the withdrawal

card of an auditor only, carrying 17 hours, would be marked 17A. The number of hours carried by a student at the time of withdrawal was determined by reference to the study list card, upon which the Registrar's clerks note all changes in schedule. At the same time is determined the division, whether (1) General, (2) Forestry, (3) Law. The total number of persons, and the total number of hours in the different groups, would be deducted from the figures obtained in "A" above.

C. Date of change of course (Drop and Add Cards) was taken as date of acceptance of the card by the Registrar's Office. In the second week, the Drop and Add Card of a student whose net addition of hours was 5, would be marked ②, a net subtraction of 5 hours

would be marked ② -5; a change from 5 hours credit to 5 hours

audit would be ② +5A; a change from 5 hours audit to 5 hours -5

credit would be ② -5A; a change of a net addition of 5 hours audit +5

would be ② +5A. Determination of the division, whether (1) General, (2) Forestry, (3) Law, is obtained by observing the name of the student's advisor signing the card. The total number of hours, either positive or negative, in the different groups, would be added or subtracted from the figures obtained in "A" above.

New registrations would be added in each succeeding week.

The term "Cancellation" in its local usage, means that all records in regard to the person concerned are destroyed. Occasionally cancellations take place after a formal report has been prepared. In such case, a deduction must be made from the "Total Registration" figure, and the cancellation card marked in the same manner as a withdrawal card, and the hours cancelled deducted in the same manner as a withdrawal. Observe, however, that *withdrawals* do not affect the "Total Registration" figure.

In computing the number of "Full Time" students, the following basis was used: General—normal load 15 hours; Forestry—normal load 16½ hours; Law—14 hours. In General, the requirements for graduation are 180 credits plus 6 non-credit hours of Physical Education, which are disregarded in figuring the basis above. The normal load during 12 quarters would then be 15. In the Forestry School, the requirements for graduation are 186 credits, plus 6 hours in Military Science, plus 6 non-credit hours in Physical Education, plus two summers of field work, evaluated at three credits per summer, making 6 credits which must be made up in other courses, in case the student does not take the field work. The total credit hours would then be 186 plus 6 plus 6, or 198; taken over a period of 12 quarters, then the normal load for students in the forestry school would be 16½. In the Law School the requirements for

graduation are 87 hours in the academic school plus 6 non-credit hours of Physical Education, and 126 hours of law. Pre-legal students are classified as being in the Arts and Sciences, with a normal load of 15. Law students have 9 quarters to obtain 126 hours of law, with a normal load of 14 hours quarter.

Since Physical Education non-credit hours are disregarded, in obtaining the basis of a normal load, they are likewise disregarded, (1) in determining the number of hours carried by a student; e. g. the statistician's card of a student registering in the 3rd week for 16 hours, including 1 hour of non-credit Physical Education would

be marked 15; (2) in determining the net amount of hours dropped or added by "Drop and Add" cards, such cards not affecting the total, or bearing no change, were marked X0.

The separation into General, Forestry, and Law refers only to the student's major. For example, a student may be included in the Forestry division (as to statistics) and yet be taking no courses in that school. However, to be classed as a law student the student must be taking law only.

There is no sub-collegiate department.

There is no graduate division. In the Autumn Quarter, 1927, there were 29 graduates in the total registration. A few of these may have been doing some individual graduate work; the majority were taking undergraduate courses entirely, and so were not differentiated.

TABLE III

Comparison of Total Enrollment, Actual Attendance and Theoretical Full-Time Attendance for 1927-28 at the University of Missouri

Week of College Year	Total Enrollment	Actual Attendance	Theoretical Full-time Attendance
1	3894	3859	3653
2	3928	3886	3708
3	3939	3885	3650
4	3943	3880	3627
5	3948	3872	3620
6	3952	3864	3588
7	3953	3855	3574
8	3954	3840	3557
9	3954	3834	3548
10	3954	3819	3530
11	3956	3820	3528
12	3956	3814	3520
13	3956	3806	3514
14	3956	3795	3498
15	3956	3772	3473
16	3956	3765	3465
17	3957	3762	3461
18	3957	3762	3461
19	4240	3556	3295
20	4259	3560	3298
21	4267	3558	3293
22	4268	3551	3280
23	4270	3542	3264
24	4270	3531	3265

TABLE III—Continued

Week of College Year	Total Enrollment	Actual Attendance	Theoretical Full-time Attendance
25	4270	3520	3230
26	4272	3511	3220
27	4275	3508	3214
28	4275	3494	3199
29	4275	3489	3188
30	4275	3483	3180
31	4275	3479	3173
32	4275	3475	3168
33	4275	3466	3159
34	4275	3465	3157
35	4275	3464	3156
36	4275	3464	3156

TABLE IV

Comparison of Total Enrollment, Actual Attendance and Theoretical Full-Time Attendance for 1927-28 at the University of Minnesota

Week of College Year	Total Enrollment	Actual Attendance	Theoretical Full-time Attendance
1	10529	10393	9847
2	11081	10913	9922
3	11233	11026	9906
4	11281	11050	9889
5	11307	11050	9851
6	11318	11029	9814
7	11328	11009	9763
8	11336	10993	9722
9	11339	10959	9691
10	11389	10951	9655
11	11390	10932	9628
12	11391	10900	9611
13	11927	10035	9516
14	12048	10539	9592
15	12091	10612	9571
16	12115	10628	9554
17	12129	10617	9498
18	12133	10587	9467
19	12136	10557	9439
20	12138	10535	9409
21	12165	10523	9378
22	12168	10514	9365
23	12169	10505	9351
24	12500	9586	8814
25	12565	9864	8872
26	12591	9991	8851
27	12599	9982	8815
28	12600	9947	8756
29	12605	9936	8735
30	12607	9911	8704
31	12607	9895	8672
32	12621	9898	8665
33	12623	9889	8658
34	12623	9885	8661

The plan of procedure at the University of Minnesota has been described at length in the Survey Report on Measurement of Student Load¹ from which the following excerpts are quoted:

"There are at Minnesota fifteen administrative units, including the Graduate School, that enroll students of collegiate grade: four administrative units that enroll students of non-collegiate grade (the three schools of Agriculture and the University High School) and three groups of students (evening extension, correspondence study, and extension short courses) under the administration of the General Extension Division. For each of these twenty-two units, the clerk in charge of the records prepares a weekly report showing by class (freshman, sophomore, etc.) and by sex (1) all additions to the registrations classified by source, and (2) all losses in registration with the reason for such losses. From these detailed reports there is prepared each week a summary giving by administrative units: (1) total additions in registration, (2) total cancellations, (3) total of actual registrations in effect at the close of the week, and (4) the total registration to date."

For the determination of the attendance in terms of the theoretical full-time student the actual credit hours of registration on each program determined what fraction of a theoretical full-time student each individual represented. The date of payment of fees was used as the date of effective registration and in those cases where a partial cancellation of program, or additions to the program occurred, the dates of the approval of the petitions were used as the dates of change of registration.

Although not included in the figures in Table IV, similar data were obtained for the non-collegiate and extension groups of students, making it possible to express with the one figure the total student load of the University for any week of the college year.

TABLE V

Comparison of Total Enrollment, Actual Attendance and Theoretical Full-Time Attendance for 1927-28 at Knox College

Week of College Year	Total Enrollment	Actual Attendance	Theoretical Full-time Attendance
1	630	625	629
2	638	630	625
3	643	630	623
4	643	630	623
5	643	630	622
6	643	628	620
7	644	627	617
8	646	628	617
9	646	628	618
10	646	626	616
11	646	625	615
12	646	624	613
13	646	622	611
14	646	621	610
15	646	620	608
16	646	618	606

¹ *Bulletin of the University of Minnesota*, Vol. XXIX, No. 13, March 25, 1926, Report of the Survey Commission VIII.

TABLE V—Continued

Week of College Year	Total Enrollment	Actual Attendance	Theoretical Full-time Attendance
17	646	617	606
18	646	617	606
19	591	590	584
20	598	597	590
21	599	597	590
22	600	598	591
23	600	598	591
24	600	597	590
25	600	596	589
26	600	595	588
27	600	594	586
28	600	594	586
29	600	594	586
30	600	594	586
31	600	594	585
32	600	594	585
33	600	594	584
34	600	594	584
35	600	594	584
36	600	594	584

The rules of Knox College permit a student to carry from twelve to seventeen hours, inclusive, without securing any special permission. To carry fewer or more hours, the permission of the Administration Committee must be secured.

For several years past a report has been compiled each semester which is designated as the "Student Credit Hour Burden." This shows the number of students by classes and the number of credit hours for which they are enrolled. An inspection of these reports shows that more students carry sixteen hours per semester than any other number. Also, the number of students carrying fifteen and seventeen hours is approximately equal over the period studied. It is probably fair to say that a theoretical full-time student at Knox is one who is carrying sixteen credit hours of work. This number, if carried for eight semesters, would give a student four hours more than are necessary for graduation, but this fact again corresponds pretty closely with actual conditions, for the majority of our seniors do have at the end of their course a few credit hours beyond the 124 hours required.

On the basis described above the spread between total enrollment, actual attendance, and the theoretical full-time students is less than would have been the case if the normal load had been based on the graduation requirements as was done by the other cooperating institutions.

TABLE VI

Comparison of Total Enrollment, Actual Attendance and Theoretical Full-Time Attendance for 1927-28 at University of Kentucky

Week of College Year	Total Enrollment	Actual Attendance	Theoretical Full-time Attendance
1			2257
2			2256
3	2377	2341	2249

TABLE VI—Continued

Week of College Year	Total Enrollment	Actual Attendance	Theoretical Full-time Attendance
4	2412	2343	2241
5	2423	2348	2240
6	2424	2345	2238
7	2426	2340	2235
8	2426	2331	2229
9	2426	2323	2222
10	2426	2312	2221
11	2426	2310	2219
12	2426	2307	2212
13	2426	2303	2208
14	2426	2294	2204
15	2426	2293	2202
16	2426	2290	2199
17	2426	2288	2195
18	2440	1962	2193
19	2656	2173	2418
20	2676	2187	2413
21	2679	2179	2410
22	2679	2176	2401
23	2684	2172	2400
24	2684	2167	2394
25	2684	2158	2392
26	2684	2154	2390
27	2684	2147	2387
28	2684	2144	2384
29	2684	2142	2383
30	2684	2138	2379
31	2685	2136	2374
32	2685	2134	2367
33	2685	2132	2365
34	2685	2132	2361
35	2685	2131	2360
36	2685	2131	2360

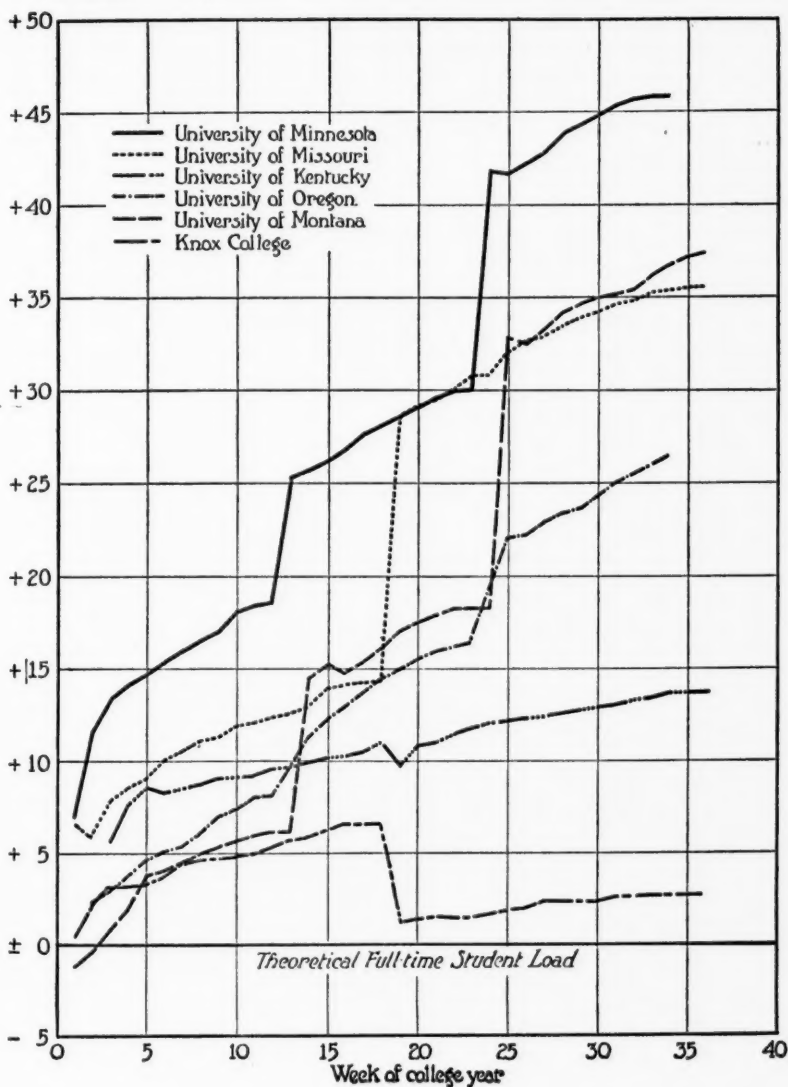
The reason for the full-time enrollment the second semester being larger than the actual attendance is due to a regulation which provides that a student making an average of B or a standing of 2.0 may carry an extra course. New students are limited to the normal load the first semester. The second semester there are two classes of students with extra work,—first, those who have made a standing of 2.0, and second, students that petition for extra credits in order that they may complete their work for a degree.

It is apparent from a study of these tables that there is a decided spread between total enrollment and actual attendance. The former of these two figures represents the number of individuals who at the close of each week have been found to have enrolled in the institution since the opening of the college year.¹ The latter figure differs only in that it excludes those individuals who have cancelled their registrations or who have failed to return at the opening of the second semester or second or third quarter.

Between the count of theoretical full-time students and total

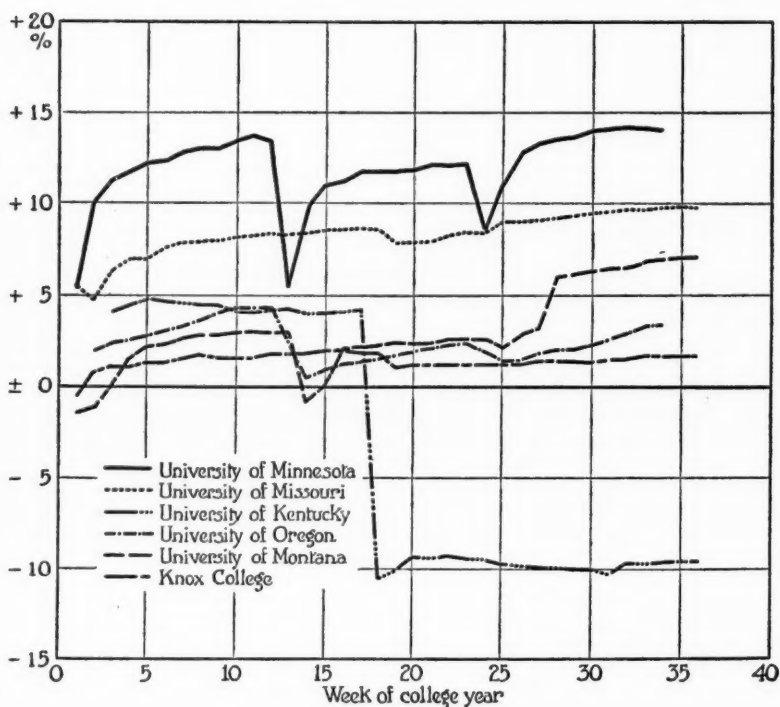
¹ Note that in the case of Knox College the total enrollment is given for each semester separately.

enrollment, however, there is a much wider spread. The difference between these two figures throughout the year is shown in Table VII and Chart I in terms of the per cent of the theoretical full-time student attendance. Obviously there is no uniformity between the collaborating institutions, although the curves for the Universities of Montana and Oregon lie fairly close together for the fall and winter quarters and for the first twelve weeks of the year closely paralleled the curve for Knox College, which is organized on a semester basis.



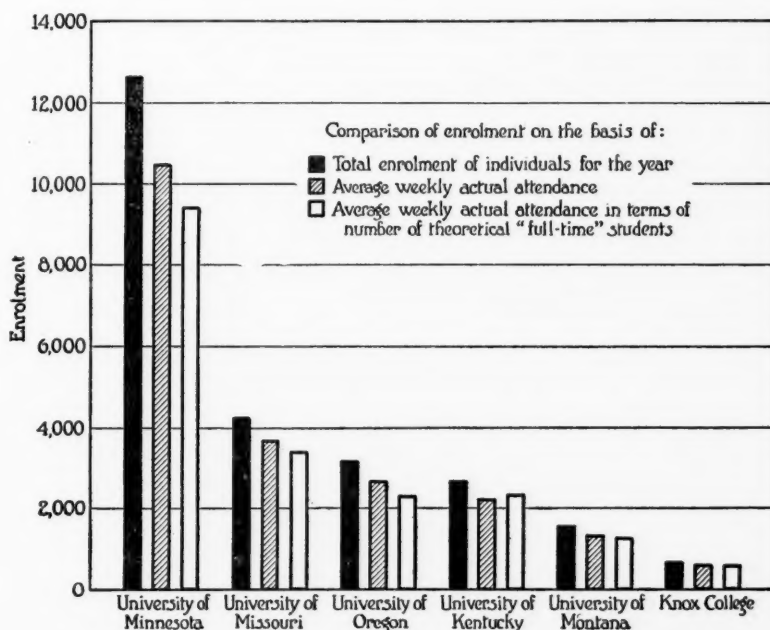
It would appear that no further argument would be required to discredit a method of reporting registration which, in six institutions picked more or less at random, gives a total varying from 3 per cent to 45 per cent in excess of the number of full-time students at the close of the year.

Table VIII and Chart II show a similar comparison of the differences between figures for actual attendance and full-time student load. Although the actual attendance figure is a better measure of the student load than the total enrollment, it is far from adequate.



The variation from week to week makes it difficult to use a single figure to represent the actual individual attendance or the full-time student attendance for the year, as is possible in the use of the figure for total enrollment which is cumulative from week to week. In either case, however, a figure for comparison may be obtained by using the average weekly actual attendance or average weekly full-time student attendance for the year. Chart III shows the enrollments in the six participating institutions expressed in each of the three ways.

Statements of the cost of obtaining the above data are not available in every case. At the University of Montana the cost was



estimated at approximately a hundred dollars. At the University of Minnesota, with a large enrollment, but with several years experience in obtaining these data, the actual additional expense was about the same. It seems safe to assume that the necessary additional procedures after a little experience could be incorporated in the office routine, in most cases, without seriously adding to the cost of operation of the registrar's office.

TABLE VII

Percentage of Spread between Number of Full-Time Students and Total Enrollment.

Week of Year	Uni- versity of Oregon	Uni- versity of Missouri	Uni- versity of Montana	Uni- versity of Minnesota	Knox College	Uni- versity of Kentucky
1	..	6.6	—1.2	6.9	0.2	..
2	2.3	5.9	—0.3	11.7	2.1	..
3	2.9	7.9	0.9	13.4	3.2	5.6
4	3.7	8.7	2.1	14.1	3.2	7.6
5	4.6	9.1	3.9	14.8	3.4	8.6
6	5.1	10.1	4.1	15.3	3.7	8.3
7	5.4	10.6	4.6	16.0	4.4	8.5
8	6.1	11.2	5.0	16.6	4.7	8.8
9	7.1	11.4	5.3	17.0	4.7	9.1
10	7.6	12.0	5.7	18.0	4.9	9.2

TABLE VII—Continued

Week of College Year	Uni- versity of Oregon	Uni- versity of Missouri	Uni- versity of Montana	Uni- versity of Minnesota	Knox College	Uni- versity of Kentucky
11	8.1	12.1	6.0	18.3	5.0	9.3
12	8.2	12.4	6.2	18.5	5.4	9.6
13	..	12.6	6.2	25.3	5.7	9.8
14	11.3	13.1	14.5	25.7	5.9	10.0
15	12.3	13.9	15.2	26.3	6.3	10.2
16	13.0	14.2	14.8	26.8	6.6	10.3
17	13.7	14.3	15.3	27.7	6.6	10.5
18	14.4	14.3	16.1	28.2	6.6	11.2
19	15.0	28.7	17.1	28.6	1.2	9.8
20	15.5	29.1	17.5	29.0	1.4	10.9
21	15.9	29.6	17.9	29.7	1.5	11.1
22	16.2	30.1	18.2	30.0	1.5	11.5
23	16.4	30.8	18.2	30.1	1.5	11.8
24	...	30.8	18.2	41.8	1.7	12.1
25	22.2	32.2	32.9	41.6	1.9	12.2
26	22.3	32.7	32.5	42.3	2.0	12.3
27	22.9	33.0	33.2	42.9	2.4	12.4
28	23.4	33.6	34.2	43.9	2.4	12.5
29	23.7	34.1	34.7	44.3	2.4	12.6
30	24.3	34.4	35.0	44.8	2.4	12.8
31	25.0	34.7	35.2	45.4	2.6	13.1
32	25.5	34.9	35.4	45.7	2.6	13.3
33	26.0	35.3	36.2	45.8	2.7	13.4
34	26.5	35.4	36.8	45.8	2.7	13.7
35	...	35.5	37.2	...	2.7	13.7
36	...	35.5	37.4	...	2.7	13.7

TABLE VIII

Percentage of Spread between Number of Full-Time Students and
Actual Attendance.

Week of College Year	Uni- versity of Oregon	Uni- versity of Missouri	Uni- versity of Montana	Uni- versity of Minnesota	Knox College	Uni- versity of Kentucky
1	..	5.6	-1.5	5.5	-0.6	..
2	1.9	4.8	-1.1	10.0	0.8	..
3	2.4	6.4	0.2	11.3	1.1	4.1
4	2.5	7.0	1.5	11.7	1.1	4.5
5	2.8	7.0	2.3	12.2	1.3	4.8
6	3.1	7.7	2.4	12.4	1.3	4.7
7	3.3	7.9	2.7	12.8	1.6	4.6
8	3.6	8.0	2.8	13.1	1.8	4.5
9	4.1	8.1	2.9	13.1	1.6	4.5
10	4.3	8.2	3.0	13.4	1.6	4.1
11	4.3	8.3	3.1	13.7	1.6	4.1
12	4.3	8.4	3.0	13.4	1.8	4.2
13	..	8.3	3.0	5.5	1.8	4.3
14	0.4	8.5	-0.8	9.9	1.8	4.0
15	0.9	8.6	0.0	10.9	2.0	4.1
16	1.2	8.7	2.0	11.2	2.0	4.1
17	1.3	8.7	2.2	11.8	1.8	4.2
18	1.5	8.7	2.3	11.8	1.8	-10.5

TABLE VIII—Continued

Week of College Year	Uni- versity of Oregon	Uni- versity of Missouri	Uni- versity of Montana	Uni- versity of Minnesota	Knox College	Uni- versity of Kentucky
19	1.7	7.9	2.5	11.8	1.0	—10.1
20	1.9	7.9	2.4	11.9	1.2	—9.4
21	2.1	8.0	2.4	12.2	1.2	—9.5
22	2.3	8.3	2.6	12.3	1.2	—9.3
23	2.4	8.5	2.6	12.3	1.2	—9.5
24	..	8.4	2.6	8.6	1.2	—9.5
25	1.4	9.0	2.1	11.2	1.2	—9.8
26	1.4	9.0	2.9	12.8	1.2	—9.9
27	1.8	9.1	3.2	13.3	1.4	—10.0
28	2.0	9.2	6.0	13.6	1.4	—10.0
29	2.1	9.4	6.1	13.7	1.4	—10.1
30	2.3	9.5	6.4	13.9	1.4	—10.1
31	2.6	9.6	6.5	14.1	1.5	—10.4
32	2.9	9.7	6.6	14.2	1.5	—9.8
33	3.3	9.7	6.9	14.2	1.7	—9.8
34	3.4	9.8	7.0	14.1	1.7	—9.7
35	..	9.8	7.1	...	1.7	—9.7
36	..	9.8	7.1	...	1.7	—9.7

TABLE IX

Comparison of Total Enrollment with Average Actual Attendance and Average Full-Time Student Load.

Name of Institution	Total Enrollment for the Year 1927-28	Av'ge of Actual Attendance	
		Number of Individuals	Theoretical Full-Time Student Load
University of Oregon....	3,128	2,693	2,306
University of Missouri....	4,275	3,667	3,385
University of Montana....	1,590	1,323	1,285
University of Minnesota..	12,623	10,460	9,342
Knox College.....	646	610	601
University of Kentucky..	2,685	2,219	2,304

SUMMARY AND CONCLUSIONS

The foregoing may be summarized briefly as follows:

First—The present method of counting individual enrollments not only fails to provide an accurate index of student load, but results in figures which, while purporting to represent student load, are actually misleading and without value for comparisons between institutions.

Second—The experiment conducted coöperatively between the six institutions joining in this report shows that the relationship between total enrollment, actual attendance, and theoretical full-time attendance is variable, and dependent on factors, many of which are as yet undetermined. Consequently, it is not now practicable to apply a factor of correction to the total count of individual enrollments to obtain a figure which accurately represents student load.

Third—For studies on institutional growth, and for inter-institutional comparisons in which student load is a significant factor, the use of the theoretical full-time attendance figure would provide a reasonably accurate index, and

Fourth—The use of such a figure in addition to the present figure for total enrollment is practicable at a slight additional cost. Furthermore, this data would be of immeasurable value as a basis for both educational accounting and financial accounting purposes within the institutions and for the comparison of one college or university with another.

The group signing this report join in urging the American Association of Collegiate Registrars, by resolution at their next convention, to bring this plan for student accounting to the attention of other educational organizations interested in inter-institutional comparisons either for adoption or for such further individual or cooperative studies as they may wish to make. This is done with the hope that in the near future a definite and reliable basis for enrollment comparisons may be established and universally recognized.

J. A. CAMPBELL, Registrar, Knox College.

E. M. PALLETT, Registrar, University of Oregon.

R. M. WEST, Registrar, University of Minnesota.

S. W. CANADA, Registrar, University of Missouri.

J. B. SPEER, Registrar, University of Montana.

E. L. GILLIS, Registrar, University of Kentucky.

Mr. GRANT: President Friley will now take charge of the meeting.

Mr. FRILEY: It has been the custom to have the election of officers on the second day, so that they can get acquainted with the problems of the organization before the meeting is adjourned. The Association is growing in volume and also in complexity but, speaking in behalf of the officers for the present year, I want to express my gratitude for the whole-hearted co-operation of everyone who has been asked to assist in the program and we are very grateful for it.

The Chairman of the Committee on Nominations, Mr. Edward J. Mathews, of Texas, will present the report of the Nominating Committee.

Mr. EDWARD J. MATHEWS: Mr. Chairman, Ladies and Gentlemen: The making up of a proposed slate for action by the Association is not an easy task; that, in a complimentary way to the Association, resulting from the large number of capable people from which to select. I will say we had only one application. Mr. West, here, wanted to be

Treasurer but his reasons for wanting the office were not very persuasive, so he did not get on the ticket.

One way to do it would be by geographical study, permitting every section of the country within our territory to be represented. That, alone, did not seem to have very much merit. Another way would be to see that every type of institution is represented. Both of these are good but not very good, as my little daughter says. A third way, to try to choose from the point of view of merit—service.

It is the idea of this Committee that the only stepping stone to the honour of office, the opportunity to serve officially, is through years of faithful service. You will see when I will have read the report of the Committee, there is one type of institution that predominates; one justification, if one should be necessary, would be this: that as loyal supporters of President Hoover, who has called a special Session of Congress to consider the Farm Problems, we are anxious to help him.

The Committee presents the following nominations:

President: E. J. Grant, Columbia University.

1st Vice-President: E. B. Lemon, Oregon Agricultural College.

2nd Vice-President: Miss Emma E. Deters, University of Buffalo.

3rd Vice-President: Miss Elida Yakeley, Michigan A. & M. College.

Secretary: C. P. Steimle, Michigan State Normal College.

Treasurer: Allen Bright, Carnegie Institute of Technology.

Member, Budget Committee: C. E. Friley, A. & M. College of Texas.

Mr. FRILEY: You have heard the report of the Nominating Committee. What will you do with it.

(Motion seconded and carried.)

Mr. FRILEY: If there is no further business to come before the meeting, we will now stand adjourned.

Adjournment.

LUNCHEON MEETING

Wednesday, April 17th, 1929

Wilsonian Hotel

Mr. E. B. STEVENS: It is the pleasure of the Registrar, at this time, to present the President of the University of Washington. After his introduction last night, he needs no further introduction. President Matthew Lyle Spencer, of the University of Washington. (Applause.)

THE FUNCTION OF THE REGISTRAR IN ADMINISTRATION

M. LYLE SPENCER

President, University of Washington

Many suggestions have been given me regarding this address today. One was that I extend a simple welcome—*simple* being used in its sense of sincerity rather than lack of sophistication. Such a welcome, however, already has been given you by Dean David Thomson. To his words I may add merely that if you have any needs while here, you have only to call on our registrar, Mr. Stevens. He will get you anything you want except money, honorary degrees, and academic credits for ambulance service in France.

The second proposal was that I talk about things of interest to us at the University. That, however, I think would be improper. The brilliant accomplishments of one's children and one's family usually are interesting only when looked at by eyes blinded by love.

One interesting proposal was that I tell you something that would be good for your hearts and souls. The reports I hear about you registrars, however, are that you never have a heart and you are as soulless as icebergs under arctic moons. In consequence, I find myself precluded from speaking on that subject.

No one really believes this criticism of soullessness, of course. The charge, however, gives a point of digression for discussion of the place of the registrar in college administration. It presents this topic because the time once was, not so very long ago, when the registrar's heartlessness or soullessness was not a matter of consequence in academic circles.

The registrar, as many of us knew him, was only a clerk who possessed an educated title. He copied grades in the college records and answered questions about tuition, price of board, and how many books of Caesar, Cicero, and Xenophon were read in the freshman year. He was not recognized by the faculty because he was not a scholar. He was not recognized by the students because he had no authority over entrance or graduation requirements, and was not consulted except when a transcript of grades was wanted or supposed errors had been made in the recorded grades. As a matter of fact, the registrar did not have authority even to demand a report of grades from the professors, with the result that grades came in whenever the faculty found time to read examination papers and send the marks in. Some of the older ones among us can remember the days when the more dilatory members of the faculty would not get their grades in until the summer was half over.

There was no great need for hurry in reporting grades in those days, of course, because the question at issue was not whether a student had failed, but how high a mark he had received above passing. Students were not thrown out of college except for moral delinquency.

The registrar's position of subordination in collegiate circles was a direct result of this attitude toward students, who were a scarce commodity. Competition for them was as keen then as it is nowadays for promising athletes. All a youngster needed to get in college in those years was an ambition for an education and a statement of good character from his local pastor. And all he needed to graduate—or almost all—was to attend classes for four or five years and turn in a sufficient number of examination papers. Practically every-

one who applied for entrance was admitted, and few failed. None was expected to fail.

In the closing years of the last century, however, the attitude of the public toward higher education underwent a change. America found itself growing in wealth. It found itself running into a complex age of machinery, commerce, and changed philosophies of life. More education was needed. Extension of the period of social infancy became a necessity. In addition, the early type of American home began to break down, and parents who could not control their sons and daughters at home found college and university a relief from the necessity of discipline at this most critical period in the lives of their children. There was added, too, the prestige of attendance at college and of graduation therefrom, which began making its impress on society. It became the correct thing to go to college whether or not one had the mental capacity or a genuine desire for learning.

The effect of these combined causes—wealth, machinery, the break-down of the home, and the prestige of the baccalaureate degree—was a college enrollment that tested higher education beyond its limitations. Money was not forthcoming in proportion to attendance. Faculty salaries suffered. The task became one oftentimes of providing merely housing space for the ever-increasing hordes. On the other hand, much money was misspent, because in the rush of caring for more students, there was no opportunity to study scientifically the means by which the students were to be cared for. It was a problem, in other words, of providing education without due regard for excellence. The immediate problem was education—excellent, good, or indifferent—but education.

Registration figures give the appearance now of having reached a point of equilibrium. We shall have an opportunity now to catch up. The problem of the future is going to be better education at less money for those who have the desire and capacity for technical and advanced training. But with the vastly increased attendance and with the necessity of limiting higher education for those who have the capacity

to receive it, have come new responsibilities for the registrar. With these, too, have come a new function and a new prestige.

The registrar, for example, has become a major liaison officer in the institution. He is the chief contact man with the student before he enters college and he is the last, except possibly the bursar, to confer with him before the president attaches his signature to the diploma. He also is the chief contact man between the faculty and students, and between the institution and the public. And it is because the registrar has failed so often in grace of contact that he is credited sometimes with lack of both heart and soul. The weakness comes usually at the windows of his cages and in his correspondence.

If any of you would like sometime to receive a concrete illustration of the impression your office makes on the average student, I would invite you to disguise yourself as an undergraduate, appear at one of your own windows, and complain of not having received credit for the first half of your course in automobile ethics. You will be met by a young woman who has much love for rules and little for human nature, and very likely she will repulse you as effectively as if you had tried to speak to her without due introduction on Fifth Avenue, New York.

Or better still, write yourself a letter sometime and ask your office if it has not made an error in recording your grade in, say, the chemistry of Volstead libations. You may be surprised at the cold, objective reply you will receive.

I cite these hypothetical cases, as I might cite others touching the registrar's office and the general public, to illustrate the point I wish to make that, because of changes in attitude toward education, the registrar has become an officer of highest importance in contacts between the institution and the public and the student body. He must be what he often has not been, a diplomat. And the demands on him for diplomacy will be greater in the future than they have been or now are.

Demands will be greater because the public is becoming

critical of present-day education. I would say *present-day methods of education* instead of *present-day education* were it not for the fact that a large proportion of the public, probably the majority, does not distinguish between education and methods. This public is frankly questioning the worth of present-day higher education and whether it is getting the returns it has reason to expect for the expenditure it is making in treasure and in the lives of its sons and daughters. And the worst of it is that the graduates who are going out now are themselves skeptical of the training they have received. Talk to them and you will be surprised at the number who regard a goodly proportion of their college years as wasted, and who question the value of the degree received. You will likewise find the parents experiencing the same doubts.

You must remember that education is strong today, and is supported, because the graduates of twenty, thirty, and forty years ago base their judgment on the quality of the training received at that time. But if education is going to be strongly supported in 1950 or 1960, its support will rest on the confidence of the men and women we are graduating now.

We educators ourselves must share responsibility for the critical attitude of today's public. We have as our alibi for not providing the most worthwhile education possible, the fact that we have been so much overrun with students that we could not do our best work. But we have also assumed a patronizing attitude toward the public who is supporting us. That is, we have been inclined to patronize except when seeking immediate and direct support. (Possibly *high-hatting* is a more readily understood term.) We have not given due thought at all times to making the non-collegiate world understand our purposes and ideals. In consequence, we shall have to travel in the future many twisting paths that we need not otherwise have traveled. And one of the chief dependencies to make those paths straight is going to be the registrar. He can never be again, as he has been so often in the past, a clerk, a professor who has failed in teaching, or

merely a brother-in-law of one of the trustees who is out of a job.

The second function of the registrar to which I would direct your attention in academic administration concerns itself with maintenance of standards. I regard him as the chief standard bearer of the college world. He must be if he functions adequately. Not only does he rate students and determine qualifications for entrance and graduation, but he must be also the chief appraiser of other institutions. Students are continually transferring from them. Students are coming from preparatory and high schools in all directions. And no one is in position to judge more accurately than the registrar the excellence of the instruction in those schools. Members of the faculty recognize strength or weakness in individual departments. But only the registrar sees regularly all the results of work done in his own college by students coming from other schools.

I cannot lay too much emphasis on this phase of the registrar's function in present-day administration. In crucial instances, of course, he must have the unqualified support of his chief executive. On the other hand, I know of no one in better position to give his president the right sort of advice and assistance in maintenance of standards. He must be a leader rather than a subordinate of the faculty; and he must have the wisdom and courage sometimes to stand when all others quail.

Unfortunately such occasions come often, as every registrar knows. An alumnus has a D-grade high school graduate whom he wants to enter for football. A brother of one of the trustees has a daughter who has gone to too many parties and received too many E's. A popularity seeking professor begins giving too many A's and too few C's. A member of the senior class finds himself a few hours short of his diploma and wants an impossible substitution or the privilege of graduating with his class and making the work up the following summer. Every registrar has had to undergo these temptations and withstand such pressures. No one recognizes

more fully than do you how great the pressures become. And it is for this reason that he must have the diplomacy of a Talleyrand and the courage of a Lindbergh to hold to his standards and win without causing too many enmities.

The third and last function to which I would call your attention concerns the handling of students. This is the human element. In meeting and caring for the hordes of students who have swooped upon us during the past few decades, the registrar has been as much at fault as have the rest of us educators. Possibly more, because he has had to deal with thousands where individual professors have had hundreds. And in addition, he has had to labor under a handicap of insufficient recognition and authority from the faculty. To this may be added, too, perhaps, the fact that he is compelled to work through subordinates. Poorly paid subordinates at that.

In many respects, the greatest handicap of the registrar's office is his necessity in having to do so much of his work through subordinates who are paid salaries that are not sufficient to command the highest type of employee. He can make rules for them to work by; but how to give discretion in administration of rules is the unsolved problem that is partly responsible for the present-day cry of mass production in education. The subordinate without vision looks upon a rule as a rule. Precedent and uniformity of enforcement are likely to mean more to him than the need of the individual student. This makes for mechanical enforcement of regulations, which has become one of the greatest evils from which our colleges are suffering.

The trouble with the subordinate—and sometimes with the registrar—is that, lacking in vision and dealing continually in grades, he comes to look upon the grade marks as a mere list of figures, and forgets that each one represents a definite expenditure of human energy. More than that, a single grade mark may represent the difference between failure and success in a human life, the difference between a drifting, restless life and a gratified ambition.

In the new responsibility that has come to the registrar, he has become a maker of human destiny through the lives of students that his influence affects; and as between the needs of students and conformity to regulations, he must put the human element first. For upon his decisions the destiny of future citizens rests.

I might enumerate other functions—less important—that the registrar has in present-day administration. These, however, illustrate the position he now holds—a position from which he can never recede. It is not possible for him to return to his old status of 1900 or earlier. The great influx of students and the demands for education by so many who do not have the mental or scholastic equipment, have put into his hands the success of administrations and of institutions. The registrar of today must be at once a scholar, a diplomat, and a leader of men—faculty and students alike. In other words, his new place in administration has reached a point on a plane with the teaching profession. It demands vision, skill in administration, and a high degree of technical training, such as only conferences like this at which you are gathered now, can give. And it is in this capacity that we welcome you so wholeheartedly as our guests on the University of Washington campus.

Mr. STEVENS: I think you will agree with me that the University of Washington's Registrar is fortunate in having a Chief who has a sympathetic understanding of some of the problems of the Registrar's office.

We are grateful to President Spencer for this message!

Adjournment.

SPECIAL MEETINGS

GENERAL THEME: THE FIELD OF THE REGISTRAR'S ACTIVITIES

SECTION A.—PROBLEMS OF ADMISSION

Wednesday Afternoon, April 17, 1929
2.00-3.30 p. m.

Chairman: Miss F. ISABEL WOLCOTT, Oberlin College
Oberlin, Ohio.

CHAIRMAN: The topic this afternoon, "Problems of Admission," is very interesting to all of us because it is a common problem deeply concerning every College and University, and is of basic importance. Whether the Registrar or a committee has charge of admissions, whether the institution be large or small, whether it is restricted or almost unlimited in numbers, matters very little.

Unless you wish otherwise, I think we will hear our speakers first and postpone the discussion of both papers until afterward.

I am very happy to introduce as the first speaker my friend and Ohio colleague, Miss Edith D. Cockins, Ohio State University, who will speak on "The Problems of Admission."

Miss COCKINS: I have labeled this paper "Some Problems of Admission." I am not the transfer examiner, but, of course, I am interested in all problems of admission, as I know all of you are.

In the discussion of the problems of "Admission," all colleges and universities find themselves on a common meeting ground.

Our applicants come to us either from the publicly supported high schools or from privately endowed preparatory

schools. Both groups of schools send to our college doors brilliant students, well-prepared for college; and both groups send us applicants who are not fitted for college work and who should never attempt to pursue a college career.

Since the war applicants have flocked to the colleges and universities in such numbers that in self-defense old alma mater has been obliged to adjust her glasses and take at least two looks at these would-be members of her family.

Many of the privately endowed institutions have assumed an independent attitude which they can well afford to do, and have said to the applicant, if you have passed the college entrance board examinations, or if you come from the upper ten per cent of your class in the high school with grades that reach our standard, we will consider you.

They have been in a position to pick and choose even among this upper ten per cent. So their problem has not been a serious one. I heard a Registrar of a privately endowed institution make the statement that at the close of the first semester last year when the Faculty met to discuss the cases of delinquent students, that the report was made to the Faculty that there was not one delinquent student. You will probably say, "That is a remarkable record." But, is it a remarkable record? An institution which has enrolled only brilliant students and has accepted these students after sifting them from an upper ten per cent. of their high school class and has put them through the fire of three or four kinds of tests besides, does not deserve unusual commendation—for if the Faculty in such an institution has done anything at all in the classrooms, there should be no delinquent students.

Contrast that ideal state of admissions with one of the big universities, especially the universities supported by the state from taxes levied for public education. Whether a boy or girl is fitted for college or has any desire to go to college, the parents demand the right to send these children to an institution supported by public funds. In addition to this, some of the state legislatures in their wisdom have enacted

into law the requirement that all institutions supported by funds created from taxes must admit at least to their academic department any graduate of a high school that is rated as "A Grade." Of course, the high schools have been inspected and rated by members of the state department of education, or by inspectors belonging to the university staff—but such an enactment means that the state university—like the country at large—becomes a great melting pot, and its big problem is to sort out of this heterogeneous mass of incoming freshmen, not only those who are well-fitted for college—but those who with mediocre preparation are able to remain in college, as well as to try to do something for the group that composes the lowest third. Many of the middle class if properly directed, under the influence of good teachers have developed into what we all consider the backbone of the citizenship of the country. For, after all, as a former president of the Ohio State University has said, "The state has no material resources at all comparable with its citizens, and no hope of perpetuity except in the intelligence and integrity of its people."

It is for this middle group then that the college and universities have spent time and effort, in trying to assist these young people to adjust themselves to the new conditions which they find in college. If it were not for this group, if we were dealing only with brilliant, there would be no Freshman Week, no Intelligence Tests, no Placement Tests.

During the last two years, one of the items included in our Freshman Week program was a reading test in addition to the reading test included in the regular Intelligence Test. It has been observed over a period of years that many students who find themselves on probation after a quarter in residence are very poor readers. These reading tests revealed the fact that many students who had been admitted to college read less efficiently than the average eighth grade pupil. It further appeared, that students who tested low on standard reading tests did correspondingly poor work in courses where

the reading requirements were fundamental, although their intelligence scores in many cases were more than average.

Investigators in both elementary school and college have found that reading habits may be quite inadequate due to the type of training the student received in his early work. It has also been found that remedial training directed toward the sources of difficulty has been able to produce a marked improvement in the reading ability of the student in a relatively short time. With these facts in mind, a member of the Department of Psychology decided to try, on a large scale, an experiment for the training of the inefficient readers of the freshman class entering the Ohio State University in 1928. All the students who scored in the lowest 25 percentile in the reading test of the University Intelligence Test were selected for the experiment. There were 422 students used in the experiment. The experiment was conducted over a period of seven weeks with a meeting of the classes once each week. The first two meetings were given to a discussion of the mechanics of reading with particular stress upon eye movements and vocalization—a third lecture on how to read paragraphs—another hour was spent in drill in phrase reading—another hour in how to read graphs of various types. A second reading test was given after four weeks' drill and over 25 per cent were found to have made scores equal to or better than that represented by the reading skill of the average freshman. These students were therefore dismissed without further work. At the end of the seven weeks' training, another reading test was given and it was found that less than half (212) of the original number had made satisfactory progress in reading—the real progress, as you would suppose, being made by students whose intelligence rating would indicate that they were capable of making such progress.

The academic progress of these students who had been given this special training in reading was followed through the autumn and winter quarters. The average intelligence score of the 212 that showed improvement in reading skill was the 26th percentile—yet the work they did was that expected

of students whose average intelligence is at the 50th percentile. That is; these 212 students did the actual work of students whose intelligence was 25 percentile higher than their own.

In this study of the freshman and his preparation for college, there have been many methods used in securing information that would be a first aid source in helping the student adjust himself to his new surroundings. Last fall for the first time an elaborate personal blank was filled by every applicant as well as by his high school principal, in order that the university officials might have some knowledge of the student's high school experience, his background, his interests. The high school principal was asked for a personal estimate of the student—as to his possible success—but it seems that the high school principal is very eager and willing to give full information and commendation to the brilliant student, but that in many cases where the information is most needed he remains non-committal or says very little. It may be that he is afraid that any criticism that he may make, will find its way back to the student's home town and finally appear as a boomerang about his own head.

It would seem then that there must be some additional means of sorting the students who are college material from the students who should never attempt to go to college and the comprehensive examination will probably go a long way towards solving this problem. A member of our department of psychology, Mrs. L. C. Pressey, has been interested in such a study for some time and next autumn as a part of the Freshman Week program such comprehensive examinations will be given. These tests will be based on what a freshman should know before he undertakes his college work. As a basis for these tests, Mrs. Pressey and her assistants have analyzed every text-book used in every freshman course in every college of the university—every laboratory manual, every assignment in collateral reading—and out of all of this information, with the approval and coöperation of the departments there have been prepared comprehensive examinations

in English, in mathematics, in language, in social science—and the following year there will probably be included examinations in the biological and non-biological sciences. These are not placement tests. They are tests on what the student must know if he expects to “carry on” successfully in his college career.

But does this go far enough? Should not these tests be given early in the senior year in the high school in order that the student may have an opportunity to adjust himself or herself as the case may be; perhaps to give up entirely the idea of going to college, if it is definitely proven to him that some other field of interest should be followed, rather than a college career, that is sure to end disastrously. I think Mrs. Pressey has some such plan in mind for she told me that she hoped that such an examination could be given early enough in the high school to enable the principal to advise his students wisely, and let the real sorting of the university type and the super-kindergarten type be made before the student formulates definite plans, and thus save the colleges and universities from spending time and effort in proving to the student and to his parents that he should never go to college.

The coming of the Junior College will undoubtedly help in the solution of this problem for many parents feel that they want their children to have some college experience, although they realize fully that they are not students, and that a college course will never hold their interest through four years. A mother said to me the other day, “I don’t know what to do with my youngest boy. He is not a student, but I do want him to have the same opportunity that we have given the older boys. I do not want him to say in after years that we favored them in sending them to college and that he was not given the same privileges.” The Junior College by providing an honorable escape at the end of two years will undoubtedly help to eliminate this type of student and will be a large factor in sending to the colleges and universities only the students who are college type and who are really interested and eager to attain an academic degree.

Perhaps if Dean McConn's super-kindergarten ever becomes a reality, all our problems will be solved and our troubles disappear.

The CHAIRMAN: I am very glad to introduce Mr. Thomas B. Steel, Acting Recorder of the University of California, who will speak further on this problem of admission.

Mr. STEEL: Madam Chairman and members of the Association:

When the President asked me to collaborate with Miss Cockins in this afternoon session he listed two subjects for us to handle, the admission of students from the high school, and admissions in advanced standing. I wrote Miss Cockins and suggested that she handle the matter of advanced standing and that I handle the matter of admission to the universities. She wrote me back that she knew more about admissions than I did and she would handle that, and that is why we are presenting the topics in this way.

With that introduction I will go ahead with the presentation of my topic.

I propose first of all to outline the procedure which we have developed at the University of California for admission to advanced standing, not with any idea of solution, but that it will give a point of departure for discussion.

Further, I propose to read the definitions of the State Board of Education in California of the classifications of students in the junior colleges in California, and then following that to raise three or four questions bearing on the topic of admission from the junior college, which is, of course, a subject leading to advanced standing.

To proceed to the general topic, the first subject in the admission of students to advanced standing, of course, is the collection of information.

The first item of the information which we require, and doubtless all of you do the same, is the high school record

of the applicant. The high school record usually comes as a unit and is not broken up as the college records are.

The college record should be a separate and original record for each institution attended by the applicant showing the following facts:

First, dates of attendance; date of first registration; number of semesters or quarters of attendance; and date of final withdrawal from that institution. In other words, a complete chronological record of his attendance, because it is important in our scheme.

Second, the courses undertaken listed chronologically with course numbers, unit values, and grades received therein.

Third, the standing of the student in the institution; that is, is he eligible to return in good standing, was he disqualified, was he passed on probation for scholarship or for disciplinary reasons?

The fourth point is the key to the grading system of the institution. Most of these items are, of course, matters with which you all deal and which are commonly required.

The second phase in the collection of information is the collection of facts concerning the institution from which the student has come, and this is a large part of our work.

The determining factors in this matter are, first, the record of previous transfers to our own institution of the records of the student coming from another college.

Second, statements from a standard institution in the same state or region as to the recognition of the work of the particular college. The institution consulted in this case is generally the nearest member of the American Association of Universities or the State University.

The third is the classification accorded by national and regional accrediting associations, and for convenience I am going to read the associations to which we look for our information on this point.

One is the Association of American Universities; another the Association of Colleges and Secondary Schools of the

Middle States and Maryland; another the Association of Colleges and Secondary Schools of the Southern States; the New England Association of Colleges and Secondary Schools; the North Central Association of Colleges and Secondary Schools.

There are a number of publications giving information concerning classifications of colleges in the country. These are the Bureau of Education Bulletin No. 10, published in 1926 by the United States Department of the Interior; also Bureau of Education Bulletin No. 41, published in 1927 by the United States Department of the Interior; the report of the American Association of Collegiate Registrars, to which many of you have contributed; then bulletins issued by the Regional Accrediting Associations. We find all of these reports important. There is none of them that gives full information, but they supplement one another in many instances.

And finally a study of the catalogue of the institution concerned for the following information:

- First, the training and experience of the Faculty;
- Second, the ratio between teaching staff and student body;
- Third, the physical equipment—buildings, laboratories, and libraries;
- Fourth, endowment and annual income;
- Fifth, admission and degree requirements; and,
- Sixth, the aim of the institution.

That sounds like a formidable array of topics, but we use every one of these in appraising the work of a student who has come from an institution which is new on our list.

One other item which we consider, where it is available, is visitors' reports. Practically that applies only to California. This use will be apparent to those of you who have the practice of visiting colleges in your state for the purpose of finding out what sort of work they had as a means of supplementing the appraisal of the scholastic record.

Having gotten all of this information we proceed to classify the institution according to the amount of credit allowance.

The first classification is that where full recognition is given, where year for year credit in the University of California is given for work in the other institution.

The second classification is one of provisional recognition, where the provisional recognition is to be particularly assigned. Cancellation of credit will follow the failure to meet these conditions.

The third is where no recognition is given for a credit. Institutions falling in this class are usually those on which we are unable to obtain satisfactory information or where the information is incomplete. Institutions are given only one year of collegiate work, and newly organized institutions are, of course, properly placed under the first classification, where information as to the type of work they do is unobtainable. In this classification credit is obtainable only by formal examination. Having appraised the institution, we next proceed to appraise the individual credential of the student.

We have a general rule, namely, to get, wherever possible, a year's credit for a year's substantial work; that is, it is not wholly a matter of units and individual courses. We try to be reasonable in this matter, and where we find the student has done a year of college work which we can discover to be genuine work we allow credit for it.

Now there are a number of particular principles to be followed in allowing credits. Credit is allowed only for work corresponding in a general way to courses offered in the institution making the rating; in this case in the University of California. That is, in general, we do not allow credit for work which we do not give ourselves or recognize as worthy of collegiate credit.

Second, the status of the applicant is not to be advanced by transfer; that is, he is not to receive a standing in advance of that which he might have obtained had his entire collegiate residence been at the institution attended before coming to us.

Some of the points to be considered are, Are all required records presented and authenticated?

You are all familiar with the practice of students shifting around. We go to great length to fill out the record maximum student account for every hour of time spent in the collegiate institution, because the record of his failures is just as important as the record of his attainments.

Next, the scholarship record of the applicant we consider the greatest received in individual courses.

In making this consideration we, of course, eliminate courses for which no credit is to be allowed.

Next, the general scholastic standing in the institution attended. Did he have good standing there or was he on probation?

Next, the quality points or units deducted by the institution attended for excessive cuts, discipline, excess study lists, and so forth.

Then we go to the catalogues and the curricula, and study the description of the courses for the purpose of equating those courses with our own work.

Here again we seek to eliminate courses of which no credit is to be allowed; in other words, to throw out those courses which we do not regard as equivalent to our own work.

Another item is the length of time spent in the institution previously attended by the applicant and his approximate studies with reference to the bachelor's degree of that institution.

We attempt to discover approximately how much work he would have had to complete to receive the degree in the institution previously attended to take that factor into consideration.

The points which I have presented, of course, have to do only with those cases where the records are complete, where that information can be obtained. Where we cannot get full information, where the records have been burned or destroyed, we accept an unofficial statement from the student substantiated by anything he can bring. We do not accept that as an official record. Showing the admission of such a student is contingent upon completion of a satisfactory record in our

own institution. In other words, he has to prove his case by satisfactory work. We make the attempt to give every person who comes an opportunity to demonstrate, either by record of satisfactory work in another institution or by giving him a chance in our own institution to show what he can do.

Our general rule of transfer is to require a "C" average at least. No student may come to us from another institution whose record, computed by us, does not show that he has attained what we regard as a "C" average.

Now a "C" may mean one thing in one place and another thing in another. We try to use our own "C" average; that is, we try to equate the grading system of another institution with our own. If it is a three-point grading system, that is, only "A," "B," "C" as passing grades, our system being "A," "B," "C" and "D," in order to arrive at his standing we take the "C's" and we rate half of them as "D" and half of them as "C," assuming that "A" and "B" are honor grades everywhere.

I will pass on to the classification of junior colleges as defined by the State Board of Education of California in the hope that it may be of interest to some of you who are not wholly familiar with our development in California.

This pamphlet which I hold is a bulletin of the State Board of Education. It is Bulletin No. F-1 published in Sacramento by the State Board in 1928. It is entitled "Revised Rules and Regulations" governing secondary school attendance and courses of study. No. 2 refers to the junior college courses of study.

"Junior Colleges are intended to serve the needs of four groups of students:

Regular Students

"Group 1. This group consists primarily of students who have graduated from accredited high schools with recommendations sufficient to admit them to the University of California, and who desire to complete in the Junior College the requirements for admission to the Upper Division of the University of California, or of an equivalent institution.

Provisional Students

"Group 2. This group consists of students who have graduated from non-accredited high schools, or who have graduated from accredited high schools but with recommendations insufficient to admit them to the University of California, but who desire to complete the requirements for graduation from the Junior College.

"Students included in Group 2 should be allowed to remove previous deficiencies, if in the judgment of the Junior College Principal they can do satisfactory work of collegiate grade, and upon satisfactory removal of such deficiencies may be advanced to Group 1 level. The principal may permit deficiencies in high school recommendations to be removed by partial-time enrollment in prescribed high school courses while students are completing junior college work; but no high school work taken for the purpose of removing deficiencies shall be allowed to count toward completion of the requirements for junior college graduation.

Special Liberal Arts Students

"Group 3. Any high school graduate, regardless of high school recommendations, or any mature person, regardless of high school training, who desires further educational advantages of so-called Liberal Arts type, may be admitted to Group 3. Such students shall not be admitted to classes intended primarily for students preparing for professional schools and senior colleges, unless they satisfactorily pass such tests as will demonstrate their ability to do the regular work of such classes.

"Students in this group may be advanced to Group 2, if the principal is convinced they can satisfactorily complete the requirements for junior college graduation.

Vocational Students

"Group 4. Any high school graduate, regardless of high school recommendations, and any person over 18 years of age, regardless of high school training, who seeks opportunities in

vocational education, may be admitted to Group 4, and may be permitted to enroll in such special vocational courses, or may be admitted to such 'terminal' vocational courses of study as in the judgment of the principal best meet their individual needs."

We have, then, according to the definitions of the State Board of Education in California, four types of students practically for the purpose of admission to the University. We have only two types: one the type which goes into the junior college fully qualified at the time of admission to the junior college for admission to the University; and, second, the type which went into the junior college but was not at the time of such admission qualified for admission to the University.

Now I have a number of questions to raise here—not so many either.

Before I go on to that I may point to a practice we started in the University of California a number of years ago, when the junior college situation began to grow upon us, of publishing from time to time a bulletin, which we called the Junior College Bulletin. Some of you are familiar with this. It is a compendium of knowledge from one point of view for the junior college authorities in California.

We have assembled in here information which will be of use to the junior college officers in organizing their curricula so that their students may, upon completion thereof, be qualified to do advanced work in the University of California and, insofar as may be, in other institutions. This bulletin may be of some interest to you. I don't know what stock we have at home, but I would be glad to send you copies upon request to the University of California at Berkeley.

For instance, we have listed here the prerequisites for advanced work at the University. We go on in here to give for each of the common departments found in the high school the opinion of our own departmental officers as to the equipment and teaching force and type of curriculum which the junior college should offer. It is in the nature of an

advisory pamphlet based upon our experience and based on the fact that students in the junior colleges, many of them, hope to go on to the University. It is an advisory pamphlet and has been widely used in the State.

Now the questions I have to raise are, first: Shall the junior colleges of any locality be rated by the institution or the institutions to which they contribute a large number of their students?

We are discussing that at California now, discussing the advisability of having some rating scheme which will enable the junior colleges to know with respect to admission to our University how they stand, and which will give us some basis of operation. The question is, of course, by what agency shall they be rated? It is a ticklish question.

No university wants to set itself up as an accrediting institution without weighing all the costs, because there is much grief in it; but most people who have studied this problem at any length down our way are agreed that there must be some standard.

Frankly, at the University of California we rate every institution in the country on the basis of the students they send us and the transfers of those students in our University. Dr. ———— doesn't agree with us on that, but that is our practice at the University. We recognize there are other systems. It has been our experience that we can't find any other basis for a satisfactory estimate of the students' ability to do our work than to see what other students coming from a similar institution have been able to do with us. Many of you have different standards, but that is our feeling in the matter.

The second question I wish to raise is: What high school preparation shall be expected of students who seek admission to the University or four-year college by way of the junior college?

Our practice in that I can state rather briefly. We expect normally the student to have the same high school preparation before he goes to the junior college that he had before he

comes to the University of California. I will explain further a little later. But that is our hope, that the students who go to the junior colleges will have the same preparation, and many of them do.

We have been so organized in the State of California that the high schools of the State, almost without exception, are offering a standard course which admits to the University, that is, a course which meets the ordinary requirements of the University for admission; and these students, many of them, go to the junior colleges before going to the four-year colleges.

The third question I wish to raise is: What standard of performance in the junior college shall be expected, and what is the minimum standard on which admission will be granted?

Our practice is this: As I told you before, from any college we expect the student to have a "C" average, as we interpret it. Students coming from the junior college, if at the time of their admission to the junior college were qualified for admission to the University of California, are admitted on a "C" average in the junior college. If they were not qualified at the time of admission to the junior college for admission to our University we have two ways of admitting them.

They may stay two years and come in on a "C" average, come in with 60 units. We require 124 units for graduation. If they have a "C" average for two years' work, or 60 units, we admit. They cannot come in on a less number of units than that unless they make a "B" average. If a student completes 30 units in the junior college with a "B" average we accept that as proof that he is capable of doing college work, despite the fact he was not qualified for admission to the University at the time he entered the junior college.

One other point here. In working under a rule which allows a maximum of work in the junior college of 70 units, we do not follow that selfishly yet; but that is what we follow, that is the number of units a student may have, regardless of how much continuation work he has done after he has completed the normal course.

The fourth and last question which I shall raise, with the hope that some of you may be interested in discussing it, is the very difficult one of how to distinguish between the so-called "diploma" and "certificate" courses. Perhaps a little word of explanation is necessary here.

The diploma course is the three-month course of a junior college. I don't know that I can go into details yet of what these courses mean always. They are vocational courses of one type or another. They are not courses designed to equip the student for admission to college.

The certificate course is the type of course which is designed to equip the student to go on to college.

In some schools the students of both types, both the students who are aiming at the certificates and the students who are aiming at the diploma, are merged in the same class in English, for instance, we will say.

We are arriving at the point that no credit should be given for any work in the junior college unless there is a sharp line drawn between the "certificate" group of students and the "diploma" group of students in the actual conduct of the classes; that is, the class to which both students may be admitted shall not receive full credit in the University. Now with that I will leave you. (Applause.)

The CHAIRMAN: The topic is open for discussion.

Mr. R. M. WEST: (University of Minnesota, Minneapolis, Minn.) It occurs to me that possibly on the question of admission some of you might be interested in the new plan of admission which we have introduced in Minnesota and are following in our rather heretical requirements on the point of admission.

Many of you found probably the same thing we did, that it was not necessary to have a high school education in order to become a good college student, and even to become an exceptional college student.

We capitalized that fact by saying to the student who has not fully met our requirement on the certificate basis that he

may enter the University if he satisfactorily passes what we call our College Ability Test.

We are basing our standards on Johnson's experiments on the successful college student, and that has been in effect now for two years very successfully. No one who has been admitted on that basis has disappointed us so far. The threshold that we have set may be too high, we may desire to lower it, but at the present time at least it is working very satisfactorily and we are avoiding an immense amount of difficulty in the way of administration.

The student who has never been to high school at all, if he is nineteen years of age or older, may be entered by that method if he successfully passes the test. A student who has completed high school and has not met the set of requirements may take that test. We no longer give the special examinations for admission. The student either comes in on a regular certificate or takes the College Ability Test for admission. And we feel that it is a real step in removing the difficulties of administration, and I think it is going to be successful.

MISS PRINKERT: Does that test apply to students everywhere?

MR. WEST: We don't care where he comes from.

MISS PRINKERT: But he would have to come there to take the test?

MR. WEST: Yes.

MISS PRINKERT: If he comes there and fails he is out of luck?

MR. WEST: Yes. He would have to come on his own responsibility, even if he comes from Washington.

MISS PRINKERT: Would you let the College Board test suffice and accept him on that without the other?

MR. WEST: No. No, he has got to take that test. We don't know anything about the correlation of the College Board test.

Miss COCKINS: Don't you give intelligence tests?

Mr. WEST: Last year we gave about ten tests throughout the state in June. This year we are giving those tests in every county in the state in May, and we expect to give the test to about ten thousand students, high school seniors. Of course, only a small portion of those will come to the University, but those tests will be available for analysis and classification before the student comes.

Question: What test is that?

Mr. WEST: It is the College Ability Test that has been worked out and modified by Dean Johnson and Professor Patterson of the psychology department, and it includes the reading test.

Question: How long does it take to do it?

Mr. WEST: Takes about an hour and a quarter to an hour and a half to give the test.

Mr. WEST: I may tell you this, which is of interest. We have had students who came in the years past and we have said, "You can't come in, you are just out of luck, you have got to go back to high school." And they have gone over and taken that test and came back with a report of 98 or 99 in that college test. They are exceptionally brilliant students, and proved to be so. On the other hand, we have students whom we might have, under the old plan, made some sort of an allowance for giving them an examination on the subject that was missing, and perhaps allowed them to come in, and gone over and taken that test and gotten two and three on a scale of a hundred, and then any argument they present, don't you see, can be absolutely discounted because we can say, "We don't care."

Question: It is on a percentage basis of a hundred?

Mr. WEST: On a percental basis.

Question: You expect 98 or 99?

Mr. WEST: That means 98 or 99.

Miss COCKINS: Does that apply to all tests?

Mr. WEST: Just in the college ability test.

Question: You require that of all students that enter?

Mr. WEST: We require it of all students that enter, yes, but it is only used for admission when they want it. We accept students from the junior college on an advanced standing.

Question: What is the passing grade?

Mr. WEST: We use 60 at the present time.

Question: Does it vary from year to year?

Mr. WEST: Well, it varies, of course, with the test. In a specified test we use 60.

Miss COCKINS: What does the test include, Mr. West?

Mr. WEST: I don't know that I can tell you all the technical names of those tests, but the principal thing we have found that correlates best is the reading test. The different departments have selected passages and ask questions which can be answered "yes" or "no," or by crossing out one or the other alternatives. They take, for instance, ten questions, or ten paragraphs of increasing difficulty as they go down the scale, and ask five questions on each paragraph, read over the paragraph and then answer those questions. They have a certain amount of time to do it in. And the distance they get in the test is really the measure of their ability to read and understand what they have been reading.

Miss COCKINS: Let me ask you one question. You said you take a man who has had no high school, if he passes the test you let him in; a man who has had a high school education, if he does not pass the test you wouldn't let him in? Why not accept the two years' college work as equivalent to the test?

Mr. WEST: Well, it could be done in that way. Of course, the trouble is it works out more easily another way. A man goes to a junior college and he hasn't met the necessary re-

quirements. What I mean by that, he hasn't got 15 units of admission. And the junior college, if he enters with 15 units, has made him take some work to make that up. We let him in, but we give him a standing only on the difference between what he needed to make up his 15 units and what he had.

Question: Mr. West, do they all have to be nineteen years of age to have that test?

Mr. WEST: If they are not high school graduates they have to be nineteen years of age. We put that in. Otherwise we would have students who were three years in high school and want to save time and take these tests.

Question: What evidence have you that students that do not pass this test would fail in college?

Mr. WEST: We have been experimenting since 1917 or 1918 in the correlation between these tests and performance in college. You will find, I think, we have a survey report of the university, which I will be glad to send you; and also you will find a statement of Dean Johnson's experiment in the report of the Minneapolis meeting, which I will give you in detail, the basis on which that has been done.

Question: What is the percentage of students who come in under the "certificate" basis?

Mr. WEST: We have about eight per cent of our freshman class last year who came in on this basis. Of course, it is only a small percentage, but it takes care of students that heretofore we have just passed off and said they couldn't come in.

Question: I would like to ask Mr. Steel regarding the requirements. He spoke of the high school admission requirements. What specific requirements are there for entering the University of California as to subjects?

Mr. STEEL: For the last ten years approximately the requirement has been that the student must have the recommendation of the principal of his high school for admission to the

University of California. If the principal accepts the responsibility for him he gets in, but that is charged up against the principal. If the principal had an undue number of students making an unsatisfactory record in the University his school would not remain on the accredited list; in other words, the privilege of recommending would be taken away from him.

We have just passed a new set of requirements for admission to go into effect two years hence, in which we are doing away with the principles of recommendation. The principals of the high school felt they no longer wanted to operate under that system. It seemed wise to us to change, and accordingly we have set up a corps of high school subjects, the heart of which mathematics, sciences and foreign languages. They can have three units and twelve units of academic subjects.

Question: I find in one of the accredited books of Stanford it requires two units of English and the rest be made up of almost anything, providing there is not too much in the vocational, and California was listed as not requiring anything specific.

Mr. STEEL: That is absolutely correct for us, but that will not be until two years hence.

Mr. STEVENS: I wish to go on record as favoring the plan which seems to have developed over a period of years quite successfully in the State of California.

I am glad that Mr. Steel has been able to give you the outline of the work that they have been doing. I visited that state and know of the wonderfully helpful coöperative relations which exist between the secondary schools, the junior colleges and the university. A difficult situation has been met in that state admirably.

Now a state university has certain responsibilities in the West that other institutions do not have, and one of those responsibilities is put upon us by the limitation upon our officers. That is the secret of the movement for the junior

colleges in the West, as it doubtless is in other parts of the United States.

Now the problem that we in Washington had to face almost overnight in order to save our class room from a herd of rejected material who were neither good football material or scholastic successes was something that simply had to be met, and we have been glad to learn of the experience of the University of California, because those people have been very frank with one another down there. They immediately talk over their problems, just as we are doing today, and I think it is fine to live in such a healthy, fine atmosphere as exists in the State of California.

Now that difficulty is spreading to the north and to the east, I am sure. Everybody's boy and girl is going to college, and everybody's boy and girl is not going to make the grade, and there is the grief which shocks the office that you and I are supposed to maintain with the utmost of Christian spirit, and keep smiling from day to day. This question of standards is involved there vitally.

And we have gone to this extent in dealing with the students from the state of California, or from the isles of the sea which may be tributary to your state, that students who are not acceptable to Mr. Steel are not acceptable to Mr. Stevens. Sometimes we exchange communications to find out.

Of course, it is quite true that Mr. Steel may be very unreasonable, but if it is a California student, why, we handle that situation with great ease and speed, and it is one of those administrative devices which has been found to work nicely, and I commend it to you. You can smile when you tell them, you can be very sympathetic, be all of that, but you can be quite firm at the same time, because this collegiate material that runs away from the standard I may confess to you is not very much good.

For instance, before we learned of this sloughing off down in California we suspected that something was wrong with the California students, so we checked them up, California

students that made the grade and those that didn't, and then we put those who were at the lowest on the total—you have seen the statistical totals, Mr. West makes, and that short line down at the bottom represents the lowest students; the line drawn a little longer than that just above represented the scholastic averages of the California students; and then above that were the final averages of the Oregon students, and the Idaho students, and the Washington students, and the Montana students, and the students from the isles of the sea, and the students from the Central West and from New England, and we had all you expected geographically.

Now that meant just one thing, that there was a shameful amount of dumping going on; so with the sanction of the Board of Deans that dumping was stopped, and we undoubtedly lost some very strong muscular material there, but, as far as we know, we lost no good student.

The Chairman: Our allotted time has expired and the meeting will now stand adjourned.

SECTION B.—PROBLEMS OF REGISTRATION

PROBLEMS OF REGISTRATION

Mr. C. P. STEIMLE, Presiding.

Mr. STEIMLE: We will first hear from Mr. S. W. Canada, Registrar of the University of Missouri, Columbia, Mo. Mr. Canada.

Mr. CANADA: When I first entered into the work of Registrar the phrase "problem of registration" had for me but little significance. I had a notion that by some sort of hocus-pocus, any difficulties one might meet on Registration Day could be ironed out with one stroke but, of course, it didn't take long to find out it was a bit more difficult than that.

I used to talk about "efficiency" and "cutting red tape," favorite subjects for anyone who doesn't know what he is talking about! I know now our registration problems too

often, are not so simple, but I think simplicity ought to be the watchword in our solutions.

Obviously, the chief object of registration is to get the student properly enrolled in the courses he wants, or those the faculty thinks he ought to have. That is the first and most important problem we have to deal with.

The second problem is to require as little output of energy on the part of the members of the faculty as is necessary and a third, is to have instructions for registration so clear that a student of ordinary intelligence can do right most of the things required of him.

Under the first problem falls such things as closed courses, schedule conflicts and the like. A college or university must make adequate provisions for its students in the sufficiency of its offerings and in the scheduling of hours at which courses are offered. Policies concerning those problems are usually for the administration, or an administrative committee, and sometimes the faculty to determine. The Registrar, however, as an individual officer, can point out the difficulties involved when those problems are not solved.

The second problem, that is the demands made upon your faculty, is the one that must have your best attention if it is desired to keep the peace. I have yet to meet a member of the instructional staff who looks forward with any great deal of pleasure to Registration Day. He does not want to be in his office at 8.30 and he does not want to stay until 5.00.

To the average teacher, only that registration scheme which permits him to spend the day fishing, or swinging golf clubs is perfect, and, you cannot blame him for that. He is not used to counting cards or trying to remember that three units of one foreign language in high school exempts a freshman from five of the ten hours ordinarily required in one foreign language in college, but that if a student is prepared to enter a second course in a given foreign language, he may satisfy the requirements by completing that course and five hours in some other foreign language! So do not put too heavy registration burdens on the teacher if you would avoid a lot of grief.

Frequently, you are going to hear the criticism that your registration scheme is no good; that some registration scheme in another school from which one of your faculty members has come, is far better and ought to be adopted.

I remember a year or two ago, I was visited by a Committee from a neighboring university, will call it University of X. (I am sorry the Registrar of that school is not here, so I could give you the name of the school.) The Chairman of the Committee, which was a Committee charged with evolving a bigger and better registration system, told me they had a rotten scheme at his university and that he heard we had a good one and he wanted to see how it was worked. I showed him what I could and, apparently, he went away impressed and satisfied. Within a week a faculty member came into my office and said: "You ought to try the X scheme; they have a crackerjack out there!"

The student, of course, deserves some consideration for, after all, our institutions are maintained, at least in theory, for the benefit of the students. Registration directions should be clear. I believe the average student in a coeducational institution does not care how much time it takes him to register, so long as he makes progress, and so long as the things he is required to do seem to have a purpose. He does not like to stand in line, hours at a time, only to find out that he has been lined up with engineers, when he wanted, all along, to see the Dean of the Law School! Give him plenty to do—its his registration—but make it possible for him to do it.

There is a never-ending tendency to tack on to registration requests for every sort of information that anyone around the campus wants. Perhaps our office is the only one that has 100 per cent success in getting hold of students. Registration day presents a golden opportunity for anyone else to get information he wants, valuable or otherwise. As time goes on a registration or personal history blank is likely to call for a lot of information which when compiled will make an interesting newspaper story, but which seldom will be of any real use to educators.

Fortunately, many students do not take those things very seriously. From a student with a sense of humor a trick question calls for a trick answer. The University of Missouri claims Homer Croy, the writer and humorist, as a graduate. Croy got a circular, a personal history questionnaire, sent out from our Alumni Office a few years ago. He was asked, among other things, when he was a student at the University, what he had been doing since he left, and so forth. He was asked, among other things to "give the names of any grandchildren now attending the University." To that Croy replied, "For God's sake, Man! Give me time!"

My notion of the problem of registration, is that, as I have pointed out, your registration scheme should be so that the student can understand what is expected of him; so members of the faculty do not have too much clerical work to do, and in that way, try to keep out as much extraneous matter as possible. The latter, of course, as I have suggested is something pretty hard to do.

It looks pretty easy for a member of the faculty to ask for some information that he would like to have and that he really needs. I remember recently, a member of the faculty came to me—he was Chairman of a Group of Advisers—and asked if it were not possible to inform him, between Saturday, which was the last day of final examinations for the first semester, and Monday, which was the day for registrations for the second semester,—if we could not give him the names of the students who failed in their required courses!

I said, "That will take some time." He replied, "Yes, but it would not take much!" I asked him if he realized, while it didn't take much, that we really didn't have any! The registration machine must have time to function. And after all registration problems for the Registrar are largely mechanical.

Mr. STEIMLE: We will now hear from Mr. G. E. WADSACK, Registrar of the University of Oklahoma.

Mr. WADSACK: The general steps in registration divide

themselves into the following: admission, advisers, section committee, registry office approval, and payment of fees. The order of these steps vary with different schools. In many schools the payment of fees is the next step after admission.

There is a great variation in the different plans of registration for carrying out the steps of registration. Our registration systems are out-growths to a large extent of the trial and error method in our own institutions and many things work satisfactorily in one school that could not be used in another. Many plans are very near ideal except for one thing. Students will not read detailed instructions. We must plan the machinery of registration so that it is as nearly automatic and self-directing as possible.

My advice to any registrar is to move slowly in changing registration plans for the best plan after all is the plan that is already known to the faculty and student body. I am sure that all of us can pick up ideas from plans used by other schools and I am going to describe in the simplest way that I can the system used in the University of Oklahoma.

Three days are used for registration, Thursday, Friday and Saturday. All freshmen are enrolled on Thursday, upperclassmen on Friday and Saturday. Our freshmen number about 1,500 and our total enrollment about 5,000. We are practically through with enrollment by noon of Saturday. We have complete class rolls in the faculty exchange for the opening of classes at eight o'clock on Monday morning.

Sectioning of classes for freshmen is handled by a committee composed of at least one representative from each department offering sectional classes. Three section committees work on the two days when upperclassmen are enrolling. One committee sections engineers, one fine arts, and one for all others. The control of the size of classes and the proper distribution of enrollment in sectional classes is handled by bulletins and messenger service.

The entire machinery for enrolling freshmen is in the field house with a continuous line of tables around the basketball

court. In the center is a large number of tables where students may write as explained later. During enrollment of upperclassmen the registry office subdivides and maintains an enrollment station in each office of the dean of the school or college. In this way we have eliminated long lines of students for we can easily determine in advance very nearly the number of students who will be enrolling at each station and divide our clerical help accordingly. With this plan we are not required to give a great many details of instruction to our help. Each group is instructed in details as concern only the particular group with which it is concerned. We are also able to make better use of the office force of the dean since they are acquainted with the registration problems and details of enrollment for that group of students.

Departments first allot to the sub-committees of the general sectioning committee certain numbers for each sectional class. When this number has been reached that section or class is closed until permission is given by the representative of the general sectioning committee to admit more students. Consideration is given to a particular school or college whose curriculum calls for a large number of students in one or more departments at certain periods. When enrollment has been going for sometime the order of seating of members of the sectioning committee is rearranged so that students pass the representatives of departments first where sections are almost closed or closed at some particular hour.

Our registration of freshmen is quite easy since we have them present for Freshman Week and during this period we spend some time in the actual demonstration of registration by members of the registry office force. Freshman Week starts on Monday and continues through Thursday. Thursday is devoted to registration. On Wednesday afternoon the demonstration of registration is presented to the freshmen and then the registration blanks are distributed. These blanks contain letters of instruction and also cards numbered serially. These cards carry instruction to the student asking him not to stand in line. The student is admitted to the

faculty advisory committee when his number has been reached or ahead of a higher number if presented any time later. By means of this number system we do not have the long lines that are sometimes seen during registration.

The freshman presents his registration book to a member of the faculty advisory who enters his subjects on the official copy and signs his approval to the entire course. The student is then directed to the section committee where his sections are approved and is then directed to a place where he fills out his entire registration book. Representatives from the registry office check his registration, collect his admission card or credit book, stamp approval on the registration blanks and send the student to the representative from the office of the financial clerk where fees are assessed and collected. The student receives a copy of his enrollment and a receipt for his fees.

The registration book is then sent to the registry office where class admission cards are sorted and distributed to departments. One copy of the registration is sent to the adviser, one to the dean, one to the dean of men or dean of women, and one is retained in the registry office.

The admission for freshmen is handled almost entirely by mail and during the summer months. We succeed in getting about ninety per cent of the high school transcripts before the beginning of Freshman Week. At the close of the fall semester when we send copies of the grades made by students to the principals of their respective high schools we remind the principals that they should find out the graduating seniors who will probably enter the University and that they send us transcripts of credits as soon as possible after the close of the high school in the spring. We always write at least one letter to each graduating high school senior in the state and in this letter we caution him to request his principal to send his credits. We issue a weekly paper from the University that is sent to each high school senior and this paper occasionally carries such information.

Just as soon as we receive the high school credits we send to

the student an admission card and a bulletin known as a Freshman Hand Book. This book contains a program of Freshman Week, rules of the University, and general information concerning the school. It also contains the curricula for the freshman year.

Registration for upperclassmen is the same as for freshmen except that instead of having a general advisory committee for all students the heads of major departments act as advisers for their majors. Special advisers are assigned by the dean for upper classmen who are preparing to enter professional schools, such as law and medicine. If the student has ever been a student in the University prior to the semester for which he is enrolling he has an unofficial credit book containing a record of his high school credits, advanced standing, if any, and his University record to date. If he is entering as a new student he has with him a card of admission with a statement of his credits.

When the adviser has approved the trial study blank, the sectioning of classes and other steps are the same as for freshmen.

At the conclusion of these papers, a profitable half-hour was spent in informal discussion of registration forms, class cards, tuition and laboratory fees, and the usual routine that pertains to the Registrar's Office at the time of registration.

SECTION C.—REPRESENTATIVES OF LIBERAL ARTS COLLEGES AND JUNIOR COLLEGES

Thos. E. Steckel, Ohio Wesleyan University, presiding.

The program of the C Division was organized on rather short notice and could not be carried out as planned because certain members of the Association found it impossible to attend the Seattle meeting.

The program as planned called for four brief papers on different phases of the following questions:

(1) Should all Liberal Arts Colleges be Organized with a Junior and a Senior Division?

(2) How can an Advisory System be Made to Function Successfully?

Four members of the Association kindly consented to participate in the program, but Mr. E. J. Howell, of John Tarleton College,

was the only one who was able to be present. Mr. Howell presented a very good paper on the Junior College Movement and gave the following reasons why a Liberal Arts College should be organized with a junior and a senior division:

1. Freshman and Sophomore years are years of orientation, while Junior and Senior years are years of concentration.
2. There is a line of cleavage between the two divisions because later adolescence ends at about the end of the Sophomore year of college.
3. The fact that junior college graduates do a better grade of work in the senior division than the native students.

Following Mr. Howell's paper an informal discussion of the question was led by Mr. R. B. Nell, of Hamline University, which is operating successfully with a junior and a senior college. Mr. Nell gave a very interesting description of the Hamline plan, but added that it is a question whether all colleges should organize with a junior and a senior college program.

The subject of advisory systems was next considered at considerable length by discussion from the floor. In this discussion the consensus of opinion seemed to be that no advisory system can work successfully unless the adviser is capable and sympathetic, and has sufficient time at his disposal to take a personal interest in the individual student; any advisory system which fails to meet all three of these prerequisites will function only in a perfunctory manner at best.

At the close of the session Mr. Steckel was elected to serve as Chairman of the Division for next year.

SECTION D.—TEACHERS COLLEGES AND NORMAL SCHOOLS

Chairman: Jennie M. Tabb, State Teachers College, Farmville, Va.

Owing to the fact that this year there were not two meetings of the section, only one paper was on the program and the rest of the time was given up to general discussion.

Mr. S. E. Smith, of Northeast Missouri State Teachers College at Kirksville, read an interesting and informative paper on the relations which exist in his institution between the office of the Registrar and those of the Administration, Department of Education, Business Manager, etc., giving details as to their organization, the various opportunities for coöperative work, and their method of handling the problems which arise in the questions of registration, credits, and any other phases of the work.

Upon the conclusion of Mr. Smith's paper, the meeting was thrown open for discussion, and a great many interesting points were brought up. Among these was that of requirements for going into the Training School. The chairman stated that in the Teachers College at Farmville, Va., the student was required to make a certain average in her work and a specified grade on certain subjects before she was eligible to begin her practice teaching.

Miss Brainerd, of the Oregon Normal School, Monmouth, stated that (beginning with this year) they are requiring an average of three in all work to enter upon practice teaching.

Mr. James Bever, State Normal School, Bellingham, Wash.: The requirement in that institution is practically the same as that of Farmville, Va.; the standard for graduation is 50% of the grades C or above, and (for beginning practice teaching) a standard series of tests in the common branches.

Mr. Bever stated that if a student does not come up to this requirement in the freshman group, he does not get into the practice teaching until he has brought his grades up to standard. With approximately a thousand students on the campus, eighty were dropped during the last quarter; some of this number asked for readmission, and they were accepted on trial.

This brought up the question of dropping students who fail to meet the requirements of the institutions. There was a good deal of discussion on this point, but the practice was pretty much the same in most of the colleges and schools. Practically all of them will admit on probation a dropped student who applies for readmission.

The next topic to be taken up was that of the admission of the mature student who cannot meet entrance requirements: practices here varied very little; in practically every case they are admitted on the basis of the information they can secure relative to the high school work they have had, and then given examinations, or required to take additional college work, or some equivalent for the lacking high school units.

The chairman brought up the question of procedure relative to securing correct lists of candidates for graduation at the close of the session, or quarter.

Mr. Steimle, Michigan State Normal College, Ypsilanti, explained the system which obtains in that institution: Notice is read in classes and posted on bulletin boards, to the effect that the students graduating at the specified time will meet him in the auditorium; at this meeting the student fills a blank giving information relative to his high school, his advanced credits, etc., and in addition to this he checks the required subjects he has completed, and writes in the electives he has had. On the registration card filled by the student at the beginning of the sessions is the question: "When do you expect to graduate?" "June, 1929." The blanks from the meeting are checked with the registration cards and in this way a list may be made of those who have failed to hand in the blank.

Irregular cases are taken care of in the office, and all matters of graduation straightened out during the month of May.

Miss Brainerd brought up the question of the student who is lacking an hour or so of her requirement near the end of the quarter: Some institutions allow this to be made up by correspondence. In others, if a student is deficient an hour or so at the time when lists of graduates are prepared, that student does not receive his diploma until the next quarter, although the deficiency may be made up by the end of the first quarter.

Mr. Floyd B. Lee, Kansas State Teachers College, Hayes, wished to know how many graduations were held during the year at Ypsilanti. Mr. Steimle replied that they had four, but that it was only at the June graduation that the faculty appeared in academic gowns. He also stated that their graduates in the shorter courses wear cap and gown and the only difference between them and the degree graduates is the different tassel on the cap.

Following up this discussion, the matter of certificates was gone

into and it appeared that Michigan had only two: the limited certificate and the life certificate, the latter being open to students of the shorter courses as well as the degree courses. Mr. Lee stated that with them only the degree graduates were considered to be graduates and they were the only ones who take part in the graduating exercises, and have their names read at that time.

Mr. LEE: "Do any of the institutions penalize students who take their low grade certificates and then go on for the degree?"

Discussion brought out the fact that in some institutions they are penalized to the extent of having to take more advanced courses in some of the work which they had for the short course certificate. If they change their course, say, from one for the elementary school to one for the high school, they have to meet the requirements for the latter course and this necessitates the throwing out of some elementary courses, on account of the limit as to the number of courses in education allowed for the certificate.

Following this question of some credits being lost in the transfer of courses, Miss Imogene B. Platt, Humboldt State Teachers College, Arcata, Cal., stated that in her State there is now in effect a four-year course for elementary teachers. The present minimum course of three years goes out in 1930.

The chairman asked for information relative to the practice with reference to upper division students desiring to take courses in the lower division; the general practice seems to be to allow full credit for such courses, but to limit the number that may be taken by the student.

Miss Gunderson, State Normal School, Bellingham, Wash., stated that in order to obtain a life diploma their graduates were required to present evidence of twenty-four months of successful teaching. A faculty committee of five members, in her institution, was in charge of securing the necessary information relative to the teaching of these graduates.

At the close of the discussion the appointment of a chairman for the section for the coming year was in order.

Mr. Steimle nominated Mr. Smith, of Kirksville, Mo., and his nomination was seconded by Miss Brainerd. At this point Mr. Smith stated that he was hoping for a leave of absence for the coming year and would, therefore, be unable to attend the meeting unless it happened to be near George Peabody College. Mr. Smith's name was withdrawn and Mr. Bever nominated Mr. Lee, of Hayes, Kan., in his place. Mr. Smith seconded the nomination of Mr. Lee and he was elected by a unanimous vote as chairman for the coming year.

The meeting was then adjourned.

SECTION E.—REPRESENTATIVES OF TECHNICAL AND PROFESSIONAL SCHOOLS

Mr. Alfred H. Parrott, North Dakota Agricultural College, presiding pro tem.

Miss Eva Blackwell, Oregon Agricultural College, secretary pro tem.

Because the officers elected by this section found at a late hour that it would be impossible for them to attend the convention, the program for this group was entirely extempore and took the form

of a round-table discussion of registrar's activities. Suggestions hurriedly made received in advance from those registrars who expected to be present were submitted as an informal program.

The discussions were grouped about the following topics:

I. *The Semester or the Term Plan.*

It was generally conceded that the term was the more convenient unit for the student as to attendance, that to a student's advantage it requires concentration on a few subjects, and that accordingly the student's accumulation of credit is more compact. On the part of the registrar's office it requires practically 50% more effort and too often in comparisons as to efficiency of office administration this fact is overlooked.

II. *The Heavier Schedules Carried by Students in Technical Curricula.*

It was pointed out that students in technical curricula generally carry programs that are from 10 to 40 per cent heavier than those of the more general curricula. This is due to the heavy basic program in mathematics and science needed in the attainment of the curriculum objective. Certain unfortunate situations develop from this heavy science and technical content, namely, the uneven and perhaps unfair distribution of academic honors among the students of the several schools or divisions of the institution; the difficulty of securing recognition of degrees by such organizations as the American Association of University Women and the Association of American Universities because of the unequal distribution of subject matter as between liberal arts subjects and scientific and technical subjects. It was felt that this discrimination on the part of such organizations is a subject for vigorous presentation by the Association of Land Grant Colleges and Universities.

III. *To Whom Should Term Reports be Sent?*

There was general agreement that reports of term grades should be sent to students, to parents who contribute to the maintenance of children in schools, to the several deans of schools or divisions, and to high school principals for all freshmen. However, in reports to high school authorities any suggestion of rating of high schools is to be avoided. The permanent record card should be accessible to each student, to school authorities and to officials of any fraternity or student organization with which the student may be associated. No completely satisfactory system of keeping the dean's office informed as to the student's progress in his curriculum seems to have been developed, but in institutions where term reports are distributed through the dean's office much has been accomplished in this respect. A more satisfactory method probably is to furnish the student with a permanent record book or memorandum card upon which the office at the request of the student posts each term's report and which the student carries with him for any conference with the dean on matters pertaining to his academic status.

IV. *Questionnaires.*

It was suggested that registrars can avoid answering many questionnaires, particularly those originating from commercial sources

or from writers of theses, by requesting of the sender that he furnish a second set of questions, so that a duplicate of the replies may be retained by the office answering the questionnaire. Acknowledgment of the questionnaire with the statement that it will be filled out if the sender will be responsible for the expense involved in answering has likewise proved very efficacious. A simple printed post card is sufficient for either method.

V. *Transcripts.*

Although there is wide variation in the amount of the fee charged for extra copies of a transcript, there was agreement in a charge of some kind. Most generally the charge is \$1 for original copies and 50 cents for carbon copies. The suggestion was made of the use of an impersonally printed post card stating the regulations covering the preparation of extra transcripts as a means of avoiding complaint over any charges. General approval of the ozalid or of any photographic process of reproducing copies of transcripts was expressed as insuring accuracy and low cost and convenience if the copy is printed on paper or cloth that would permit of similar reproduction of copies that could be distributed to deans and other administrative officers who would be interested in the record.

VI. *Changes in Curriculum.*

A registrar should be a member of the curriculum committee where an institutional committee of this character exists, with authority to examine and recommend regarding all modifications of institutional curricula, or where these modifications are developed in school faculties he should be a member of each faculty.

VII. *Upon What Does the Success of a Technical Graduate Depend; Knowledge of Technical Subjects, General Character, Personality, or What?*

A survey completed by the Carnegie Foundation through 5,400 answers received from members of engineering societies rates the several consideration as follows: Character, 24 per cent; judgment, 19½ per cent; efficiency, 16½ per cent; executive ability, 15 per cent, or a total of 75 per cent for non-educational factors. Knowledge of engineering science was rated at 15 per cent and technique of engineering practice at 10 per cent. The suggestion was made that possibly the effect of general educational discipline upon all these non-educational factors had not been given sufficient consideration in these 5,400 replies. Mr. Van Buskirk related an experience that he had had with a colleague who taught mechanical drawing and descriptive geometry and yet claimed that his students did not need training in solid geometry. The instructor had forgotten how much of solid geometry he was assuming in his class work. Likewise many professional engineers may have forgotten the fundamental sources of their training. When college graduates comprise only 1 per cent of the population, yet as at present they include the President of the United States, the Vice-President, one-half of the Senate and one-half of the House, the above survey evidently overlooks something.

From those institutions which maintained organized personnel officers there was general agreement that when representatives of the larger industrial concerns are looking for prospective employees,

the first consideration is scholarship. Graduates lacking scholarship are not investigated further as to personal traits and abilities.

VIII. *Publicity.*

In view of the ebbing tendency that Dean Walters seems to have revealed in the matter of student enrollment, there was an extended discussion as to what are ethical methods of interesting high school graduates and Mr. Lemon's outline of the constructive and inspirational features that dominate the activities of Oregon State Agricultural College in this respect was greatly appreciated.

Owing to the lapse of time, there was oversight in the election of officers for this section for the ensuing year.

WEDNESDAY EVENING SESSION

April 17, 1929, 7.30 o'clock

Mr. EZRA L. GILLIS, University of Kentucky, presiding.

(The following in the main is an abridged statement of the stenographic report of the proceedings. We have tried to eliminate duplicate statements. This accounts for the omission of many interesting statements, only the first speaker having all of his topics mentioned.)

CHAIRMAN: We hope to confine our discussion this evening to two topics, The Registrar's Staff, and Records, including Transcripts.

THE REGISTRAR'S STAFF

Staff Conferences.

CHAIRMAN: "May we open our forum with the question of staff conferences? It is as important for the registrar to have a conference with the staff at regular intervals as it is for any department in the institution. It helps (1) to develop interest in the work, (2) to show when work assigned has been completed, (3) in the final analysis it is almost the difference between success and failure in your administrative work. I know of no one who has given more special attention to staff conferences than Mr. Stevens, and I have asked him to say a word about that phase of the work. While we have only three or four minutes for each division, we hope to give time enough to create an interest and for the members of the Association to know where to look for help on these problems when they need assistance."

Mr. Stevens gave a demonstration of a staff conference and stated in brief that the registrar's office of the University of Washington believes in the laboratory method of instruction. He stated that at 4.30 on Friday afternoon his staff understood that that was the time for the weekly conference and came without special notice, and that all questions which were troubling the office generally were cleared on Friday aft-

ernoon so that for the coming week they might have a clean slate. The members of the staff were permitted to select the topics for discussion. Mr. Stevens referred to each department and gave examples of questions that would be raised for discussion. He said that each one was expected to be a specialist in her own field and the conference served the purpose of informing the staff generally about the work of the office, and that some of the questions related to every department. It helped the staff to understand each other and to be more sympathetic in their coöperation. He referred to this system as one of the standard methods of modern business administration. In answer to questions, Mr. Stevens stated that each department had its own hour for conference with the Registrar each week; that he had six departments; and that at least once a year they had a conference to which they invited every member of the staff, and that a general staff meeting was called on the occasion of some great event like the meeting of the American Association of Collegiate Registrars. It gave an opportunity to review the work of the Association.

The Training of the Staff.

Mr. J. P. MITCHELL: "The general education of registrars should not be different from that of any other relatively important administrative job. It should include the general preparation and a certain amount of technique. The technique is not very difficult to learn. The fundamental thing, however, is a good college education leading to an A. B. degree and a master's degree. To my mind some experience in teaching is a very important factor, for if you are going to deal with the product of the teachers and the methods of the teachers, some first hand experience is very helpful, and I suppose the choice of a subject for a master's thesis would depend pretty much on the field of interest in which the person concerned wanted to teach. Of course, certain particular topics suggest themselves as more adapted than others, but I believe the technique of the work can best be learned on the job, and some teaching experience is the fundamental thing to my mind."

The Delegation of Responsibility.

Mr. IRA M. SMITH: "We are all just a little bit selfish. If we are not watchful of ourselves we are apt to take the credit and give it to the registrar, when it belongs to someone else on the staff. The point I want to make here is that if you have four or twenty-four people under you it is your work to select the one to have charge of each group. We should be sure they are prepared to do the work, and when they are prepared give them responsibility and all the glory with it for doing a good job of it themselves. You will enlist a group of coöperative workers who are anxious to do the task and are willing to work overtime to see that it is well done. If we wish to boost our own salaries we should boost the salaries of the members of our staff. Think of the work in terms of service rather than of salary. Give the service and the salary will be taken care of. It is important for us to keep in mind the fact that the ones under us are looking forward in the hope of something better."

CHAIRMAN: "If registrars expect the same salaries as deans and professors they will have to make the same preparation and give the same service. We have no right to expect equal rank and equal salary unless we will meet the same requirements made of other administrative officers. Unless you bring your work up to such a standard that you are taken into the councils on administrative problems you will never accomplish what you should. Giving the staff an opportunity to take the credit for doing certain pieces of work is more important to our success than many of us realize. It is just as important for your staff to specialize as it is for other departments in the institution. We have adopted the policy at the University of Kentucky of a maximum salary for heads of departments and also for first assistants in each department, in the hope of making these two positions more or less permanent. We have another salary scale for the clerks. We aim to admit only graduates, with the view of allowing them to work a year or two and if there is no promotion in the office at the University, they understand they can go to

other institutions. Every dean and every professor on the campus understands that he is free to come to the Registrar's office and hire any person on the staff. Some of you may not think this is a good thing to encourage, but it is. The spirit of the office is better by this policy. They understand there is hope of promotion and that that will only come by satisfactory service. But we hope to pay at least two persons in each department, so that they will not be interested in going to ordinary positions."

Methods of Selecting the Staff.

MR. GRANT: "In connection with what has been said, what do you think of engaging such help tentatively on trial for two or three months and then engaging them permanently after that?"

CHAIRMAN: "We do practically the same thing but most of them have done extra work in the office as students and we may take them tentatively for full time for two or three months, and give them a certain piece of extra work to do, and most every person we take we have had a chance to study for at least two years."

MR. STEEL: "Our practice is to take them in spare time as only student assistants of freshman and sophomore standing. They are culled carefully at that time. As a result, by the time they graduate they are ready to step into full-time positions. As a rule they are doing the work before they actually receive the appointment. In this way we seldom make a mistake."

CHAIRMAN: "We have found that it increases the value of extra help very greatly when possible to pay for it in the form of fellowships and scholarships. Persons who are planning to go into administrative positions will take more interest in the work if they feel they are being paid while serving an apprenticeship. Unless we can bring about an understanding with the president that we must have a staff in the registrar's office that is as well trained as the staff in the English

department or any other department in the institution, we will be placed under a great handicap."

MR. CLARK: "I have been interested in the registrars' institutes and the various opportunities for training registrars. The chief positions as registrars are limited and apparently likely to be limited for many years to come. Would you say something as to what your plan is, or your thought is, for the utilization of the large number which we are likely to have as thoroughly trained people? I am heartily in favor of training people thoroughly. Perhaps Mr. Gillis' suggestion of a large trained staff is the answer."

CHAIRMAN: "As I understand your question, when we come to the saturation point, what will we do with the unemployed registrars?"

MR. GRANT: "Couldn't we strive to make the subordinate positions so much worthwhile that Mr. Gillis in his institution may have a large percentage of people who could be happy to step into those positions? That is one problem many of us are facing, the problem of bringing the salary scale up to the point where we can get the right kind of people. That has been an awfully uphill fight, I know, for the past ten years, but we have accomplished much, so that some of the positions might be attractive to people who are highly trained."

CHAIRMAN: "I am expecting, within the next ten years, just what Mr. Grant has suggested to happen, that there will be a number of people in the office who will be highly trained, who will command the salaries of assistant and associate professors in the college. We are coming rapidly to the point of thinking that the scholastic record of a student is only a small part of the student's record. Vocational guidance and personnel records require highly trained clerks."

The Registrar's Office a Laboratory.

CHAIRMAN: "If we are to make the registrar's office a laboratory for research in Education, we will have to have the type of people in the office that command the respect of

the faculty, and if the registrars do not recognize this fact we will soon have the result referred to this morning, that there will be other organizations set up with trained people, probably paid more than the registrar, to do the very thing that we hope to have trained clerks to do. Mr. West, would you mind making any comment in your mind about the laboratory work of your office? In making our office a laboratory for research we have a pretty serious problem in taking care of the records."

MR. WEST: "At the present we have all the year round students and members of the staff of the College of Education who have special research projects for which they wish to use our records. We have room enough in the office so we can give them a place to work. We are glad to have them use the records. They are there for that purpose, as well as their primary purpose. We don't let anyone except our own office staff take the records from the files or return them to the files. They understand they have to do the work at the convenience of the staff. In other words the routine work of the office must come first, so far as the current records are concerned. Anyone who wishes to undertake a project comes to the office, lets us know what his project is, what his plan of procedure is, so that I or my assistants can advise him best what to get for them. While they know their problem they do not know our records. We work out with them the records they want to use. If they are current records they arrange their time with the assistant registrar; if they are old records they arrange their time with the filing bureau. When they are through the records are turned back to the filing department and refiled."

CHAIRMAN: "I am confident that the time is coming when it will be one of the standards in all our accrediting agencies to require records to be kept so as to enable institutions to use the material. There is a great future for this phase of the work. It will require more than a clerk. It will require not only training but the best talent in the field of education to do this particular work."

RECORDS AND TRANSCRIPTS

Method of Making Transcripts.

Sometime was given to the discussion of the method of making transcripts. A number of registrars reported that they were making experiments with a view of keeping their permanent records so that transcripts could be made by the photostatic process, and some were experimenting with the blue print method. It was the general opinion that blue prints were less expensive. The durability of stock for permanent records that might be used in making blue prints was questioned. The hope was expressed that in the near future stock sufficiently durable would be put on the market. A number of experiments relating to making transcripts by photostatic methods were reported. It was suggested that whichever method was used, our permanent records should be revised so as to satisfy the medical colleges and departments of education.

MEMBER: "Except in the busy session we make photostatic copies about twice a week. We collect the requests for them and send our transcripts work where the photostatic process is done. Four record cards are put in the machine at one time. We make a requisition on the office for the actual cost of operation. The cost is about twenty-five per cent of what it would be if we undertook to make the transcript by long hand or on the typewriter. One dollar is charged for each transcript. The photostatic copies have the advantage of being true pictures of the permanent records and remove any possibility of an error in copying.

Statement of Discipline.

The question was raised whether a record of discipline incurred during a student's undergraduate career should appear on his transcript after graduation and the following discussion resulted:

Mr. CLARK: "It seems to me that if the student is going to use the transcript for admission to a graduate school the

facts should be revealed; if he is going to use it for admission to a professional school the same should be true, and if it is for business purposes, the facts would be of equal interest. While it is not pleasant to have our misdeeds follow us always, if we recognize the fact that the student is reinstated to good standing, it seems to be about all he could expect."

Mr. WEST, in response to the question as to how he looked upon the problem of discipline for graduate students, replied: "If a man has received his degree and we have recognized the fact, he is entitled to honorable dismissal, and as far as we are concerned, to a clean slate. We see nothing gained by having him carry along with him a record of old misdeeds. While he is an undergraduate that is a different matter. If he is a graduate student it adds nothing to the institution he is leaving and it is injurious to him to carry such a transcript along with him, so I see nothing to be gained by it."

Mr. DORCAS: "We have given considerable attention to this question in our institution. We have argued the matter more or less deliberately. If the record of the student shows he has been restored to good fellowship in our society, that is just as loud and just as effective in showing that the person has reformed and has been accepted again in good society and that we now have confidence in him. We have said to students, 'That is just a cross section of actual life and every college administrator, I think without exception, would always be on the side of the student whose record shows that he has made mistakes and then found favor again at home.'"

Mr. KING: "If we show the standing of the student at the time the record is sent, we have kept good faith with other institutions. If a student is in bad standing with us at the time a transcript is made it should be shown on the record. If the student has only been suspended for a couple of weeks and is now in good standing you will raise a question that is too hard to explain and that will cause more trouble than the circumstances warrant. I am expressing the position of our institution.

CHAIRMAN: "We certainly should come to some agreement so we may act uniformly on this important question. In 1914 the Association defined the terms, Honorable Dismissal and Statement of Record. Later the Association voted almost unanimously to put all questions of discipline on the student's transcript although the student was in good standing at the time. We may have done wrong, but that was what was done. I am of the opinion that a committee should be appointed to study the question for the coming year."

The Chairman stated that Mr. Smith had recently made a poll of the Association in reference to transcripts issued to graduate students. Mr. Smith was asked to make a statement as to the results of his investigations.

MR. SMITH: "About fifty per cent of the members of the Association included on the transcript of graduate students' records questions of discipline recorded during their undergraduate career."

Mr. West stated that if he could be excused from serving on the committee, he would move that a committee be appointed to make a study for the coming year, on the following points:

1. Whether a transcript issued to a graduate student should include a statement of discipline recorded during his undergraduate career.
2. Whether questions of discipline should appear on the transcript of an undergraduate student who is in good standing in the institution at the time.

The motion was approved and the new President, Mr. Grant, was requested to appoint the committee.

Descriptive Title.

MR. MATHEWS: "Mr. Gillis wrote me to suggest something new, some improvement that might be given to the new registrars, so I suggest that we improve some of the old things, as for example the descriptive title in the transcript. I suppose that is why he has asked me to say something about the descriptive title. It just irritates me a little at the

time if I receive, from a registrar that ought to know better, the transcript of a student record with the descriptive title omitted and simply Education 123." The person who makes the transcript knows the descriptive title and should put it on. It is just as easy to write that as it is to give a catalog number. I sometimes receive transcripts with a column headed 'Descriptive Title' with course number and department and not a descriptive title given on the transcript. Down in Texas on the medical transcripts we have separate columns for laboratory and class work, telling in the science departments how much is laboratory and how much is class work. I was asked to stress the importance of the descriptive title and to say it is not fair for me to simply say English 342." Furthermore, when you have a student transferred to you and then he comes to me, do you think it is fair for you to tell me you are crediting that institution with 69 hours on such and such a course? If the student is coming as a graduate student, it is necessary for me to have a complete transcript of his undergraduate work. If 69 hours is tied up in something you have not told me about, I cannot advise the student. You should have sent me a copy of the record that came to you as well as an evaluation of that transcript. Years of studying some of the findings have shown us what ought to go in the transcript and we have even diagrammed on the board various items that ought to be included and the descriptive title was one of them."

How to Get Grades Promptly.

Mr. Lemon, in answer to the question, "What system have you for getting grades promptly?" replied: "I am glad to speak at that point because I have always thought very kindly of Mr. Gillis since I met him at St. Louis in '22, my first year as registrar. I heard him at the St. Louis meeting tell the same story he told this morning. He told the story of the boy who put him out of business in the first week of school and the results. I am bringing this to your consideration, that we can get from our faculty just the effi-

ciency we want if it is reasonable and we can show them the reason why and if we sympathize with the problems the faculty people have to face. At the St. Louis meeting it was three weeks past the time for the instructors to have the grades in and the grades were still out. It was my first term of office and after I heard your plan it settled the problem for me. I began working as you suggested. I began with the deans or the department heads causing the trouble, talking to them good-naturedly, getting them to see my problem, and I can say in all sincerity that within the last three years we have not had more than one or two delinquent instructors, and then from illness. It is not at all unusual to have a hundred per cent report, and we have a rule requiring that all grades be in within forty-eight hours after the examination. I believe any registrar can get it over to his faculty in the same way; stating it briefly, by personal contact, by explanation and by a sympathetic attitude, thus getting them to see what an important problem it is. The first place to start with is your dean, then department heads, getting down to instructors if necessary. I think it would help to be sympathetic with the staff. We get results and the reason we get results is that we have the backing of the heads of the departments. If the dean causes much trouble on that point, we get help from headquarters. As a rule, do not deal with the individual instructors; deal with the department heads or with the deans, whichever seems best."

A number of others explained that they had had the same experience as Mr. Lemon.

Mr. KING: "We have a forty-eight hour rule. One of the best ways we had of getting in grades was to have the head of the department turn the grades in. All instructors in the department turned their grades in to the head of the department. If a grade is not turned in we frequently refer the student to the instructor and if three or four sections of students all request to see the instructor, they do not have to repeat the process."

Mr. Steimle stated that he used a system similar to that

of Mr. Lemon. He also stated that in one extreme case where he failed to secure coöperation the president was very willing to call that individual in. He stated that the last time he had to call for help from the president, it happened that the checks were just due and the president said, "Hold the check." "That individual was notified and we don't have to hold pay checks now."

CHAIRMAN: "I remember when I was about grown, or I thought I was grown, my father sold the farm and was talking of moving to Kansas. I did not want to go. I said to father that I did not think we should leave, on account of our good neighbors and his reply was, 'If you will be one yourself, you will have no trouble in having good neighbors anywhere.' A registrar who has been on the job long and has failed to secure the coöperation of a large number of the faculty should take stock of himself."

Duplicate Reports.

CHAIRMAN: "A number have been interested in the question of getting reports to parents, to students and to deans. I am asking Miss Oleson if she will not give us her system."

MISS OLESON: "We give grades of freshmen and sophomores to parents, to high schools, to the students and to the deans. The reports of juniors and seniors are sent only to the deans and to the students. They are not sent to the high schools. We have four ticket blanks for freshmen and sophomores and two ticket blanks for juniors and seniors. The advantage of this blank we use is that the student's schedule can be typed during the semester and at the end of the semester, without using a carbon again, we punch to indicate the grades given."

MR. SMITH: "Our system was inaugurated by Mr. Hall at the University of Michigan before the blue prints came into being. It is a four by six card which is kept on file during the semester and the studies for the semester are written on the card by the student, and it is also filled out

on the carbons. On the reverse side the student writes his address and the address of his parents. When the grades are in we post the written card to show the grades before we post the permanent record card and when all the grades are posted it is done with small discs about the size of a silver dollar, with grades A, B, C, D around the edge. The cards are separated and placed in window envelopes. We use window envelopes in mailing cards to parents, the student giving the parent's name and address on the reverse side. We have an examination period of ten days and we find we can issue 1500 of these cards about the middle of the examination period. Two days after the examinations all grades are out."

A show of hands indicated that a number of registrars mailed out the grades as fast as they came in.

Machine for Making Duplicate Reports.

By request of the Chairman, Mr. West demonstrated the use of the machine for this purpose, showing how reports to student, with carbons to deans, parents and high schools were made. Fourteen machines had been installed in his office and half the cost of capital invested, in addition to the saving of time, was made within one year. It was a great saving in having the person that manufactured the machines print the stock. He stated that one could make as many as five carbons. Last fall instead of using ten windows for fee statements it was handled by four and that as fast as the cashier could handle the money. Forms and envelopes used were displayed. Machines were also used to making grade reports, the schedule of the student being written on the forms during the year and filed in rolls. At the end of the quarter, these were run through the machine again so that the final grades could be put on.

THURSDAY MORNING SESSION

Thursday, April 18, 1929, 9.30 a. m.

Joint meeting with the Conference on Reorganization
of the Lower Division.

NOTE: Persons interested in the papers presented at other sessions of the Conference on the Reorganization of the Lower Division are invited to write to Dean W. L. Uhl, School of Education, University of Washington, Seattle.

Mr. CHARLES E. FRILEY, Presiding.

Mr. FRILEY: Ladies and Gentlemen: The American Association of Collegiate Registrars is happy to join this morning with the authorities of the University of Washington, in the discussion of one of the most important problems in American colleges and universities today—that is, What shall we do with the Lower Division?

There are many angles, as you all know; much experimentation going on from Florida to Washington and New York to Lower California. I think we are dissatisfied with the present situation.

I am going to ask Dean Uhl to present the general report of the sponsors of this Conference so as to put the matter before you. (Applause.)

Dean WILLIS UHL, University of Washington, Seattle, Washington: In the first place, the sponsors of this report and this conference wish to thank the American Association of Collegiate Registrars for their very kindly coöperation with us in allowing us to hold a joint session with them this morning.

I shall give a very brief sketch of the development of the sponsors' report at this time. About a year ago, the administration of the University of Washington appointed a com-

mittee to investigate the possibilities of reorganizing the lower division of college work or otherwise improving it. The committee was duly organized under Professor H. C. Frame at first, who passed away early in the fall, and later the Chairmanship was assumed by Professor E. D. Randolph, who passed away during the holidays; subsequent to that time Dr. Herman V. Tartar has been Chairman of the Committee.

Early this year, Dr. Tartar and Mr. Stevens invited me to attend an informal meeting in Mr. Stevens' office. I went there quite innocent of what might happen, but, upon my arrival, I was generously offered the opportunity of corresponding with persons who might come to Seattle to discuss the problems of the lower division college work or of junior colleges. My only position in regard to the matter is that of an agent. I am not a member of the Committee. As an agent, I am passing on to you, in behalf of the sponsors of the report, the plans for the program.

We have had, in connection with this program, no capital excepting the coöperation of the University administration and of the Committee and most particularly of Registrar E. B. Stevens, without whose support and constant advice the plans could not have been consummated.

You will notice on the program that we have only a few speakers for each of the sessions, only two in fact. We have planned the program in this way so that we may have time for other persons than those announced, for we felt certain that we were omitting from the program the names of a good many individuals who were quite as able to speak as many of us were and that we should leave, therefore, a good deal of time for discussion. One of the speakers, however, informed me that he would like to have about three hours for his report! (Laughter.) I will not tell you at which session he is to speak!

There is a little historical setting which we ought to have in mind in connection with this program. There have been at least two phases of recent lower division reconstruction;

they are not consecutive phases, although the first of the phases I wish to mention as beginning before the other one. We are still working at it. The first phase of the study of lower division college work is that which was sponsored about 25 or 40 years ago, the date is a bit elastic, the time when Presidents Eliot and Harper were discussing the subject of shortening and enriching the lower division, or more accurately speaking, the whole work before the beginning of the junior college year.

The first phase may be denoted as the shortening and enriching phase. The work that Presidents Eliot and Harper did in attempting to reduce the length of time for the students to arrive at the doors of the professional schools was followed by a wave of economy of time and education, and, finally, in 1913, President Baker, then of the University of Colorado, gave a report as Chairman of the Committee on the economy of time. Among other matters in that report were mentioned many points which, I think, will be with us for some time after the close of our present program: (1) it was maintained that the first two years of the college should be regarded as supplementary to or else as completing the high school course, largely secondary in character; (2) it was recognized that an eight-year secondary school, beginning with the seventh grade and extending through sophomore college, might be organized; (3) it was declared that the period of general education in America was too long and should be shortened to not more than the length of the German Gymnasium or the French lycee.

The second phase that can be mentioned is that of the extension of secondary education upward, the extension of popular secondary education upward, we might say. This was forecast at least by Dean Small in the report of James H. Baker in the report of the Committee on Economy of Time. Small said that we should define or re-define education in terms of a new type of culture so that it would include "whatever problems of efficiency and ethical conditions a given period may present."

The second phase has also witnessed a heightened interest in higher secondary education, and has been the result partly of the doubling of the number of pupils in high school in less than the last ten years. Another aspect of the same phase is the broadened program of junior colleges, colleges organized apart from the regular four-year schools. Still another aspect of this is the development of personnel work within both the junior colleges and the lower divisions of four-year colleges.

The purpose of this conference is to take an inventory of whatever progress may have been made since the last canvass was made and also to make plans for future development. We have within the program provisions, then, for the discussion of the reorganized lower division college work and also the work of the junior colleges, those being representative of the two phases which I mentioned, respectively.

Our program opens with the discussion of the plans for the reorganization of the lower division college work. The sponsors hope that you will exhibit a good deal of interest in the addresses and particularly hope that you will participate freely in the discussions that follow the addresses. I thank you. (Applause.)

MR. FRILEY: I think there is no better way to study points of this kind than to know what is being done by leaders in various parts of the country, and I am glad to introduce Dr. Herman V. Tartar, who will present to you the Report of the Faculty Committee on the Lower Division work, appointed sometime ago, by the authorities of the University of Washington, a copy of which you have in your hand at this time.

DR. HERMAN V. TARTAR, Professor of Chemistry, University of Washington: Mr. Chairman, Ladies and Gentlemen: First, I wish to express the sincere appreciation of our Committee of Lower Division work for the services of Dean W. L. Uhl and Registrar E. B. Stevens in arranging for this conference. The members of the Committee have been very busy and have not been able to give these two colleagues the assistance they should have had. They have

given without reservation their earnest efforts. I feel that any success of this Conference will be largely due to the enthusiastic work of Dean Uhl and Registrar Stevens.

We are placing before you in mimeographed form a copy of the report of our Committee on Lower Division work at the University of Washington. We are not placing this before you as a perfect program. We are perfectly aware of its imperfections. It is not a panacea for all the ills of the first two years of University instruction; we do think, however, that it is an honest beginning. We feel that we are particularly fortunate in having here representatives from so many educational institutions to give us your criticisms and suggestions; we hope that you will be very frank and direct in the giving of your counsel.

I wish at this time to express the gratitude of our Committee for the careful, consistent and helpful work of two former chairmen, Professor H. C. Frame and Professor E. D. Randolph; their untimely deaths have brought a serious loss to work of our Committee.

We have made two reports to our faculty. One was made last autumn and then the one now before you, which was adopted about a week ago.

The first report was made by a committee of eight faculty members and proposed a new unit in the University with a curriculum of courses. Some of our committee are still of the opinion this is the best procedure to follow. There are others, however, who never have been convinced that the establishment of a separate unit in the University is the right step at this time, although they do not desire to lay anything in the way of any development which may become necessary.

The first report aroused a great deal of discussion from our faculty and a considerable amount of opposition. A special meeting was called by President Spencer for the consideration of the report and we had the nearest to one hundred per cent attendance we ever had at a faculty meeting. Although our Committee received very courteous treatment,

advantage was taken of the first good opportunity to refer the report back to the Committee without declaring that many faculty members were hostile to its proposals. The motion to refer back to the Committee was adopted by a large majority. All of those faculty members who had made fiery speeches were appointed by President Spencer to membership on the Committee! (Laughter.) We have, now, a Committee of fourteen members.

Now, you have the second report before you in mimeographed form. I think that probably the best way to consider it is to turn to your copy while I sketch briefly the program we have adopted. There are two parts: the first is a rather brief summary of the scope of the work of the committee; the second is the program proposed for the Lower Division of our University.

REPORT OF THE COMMITTEE APPOINTED TO STUDY THE PROBLEMS OF LOWER DIVISION COURSES

DR. TARTAR

I. SCOPE OF THE WORK OF THE COMMITTEE.

The work of the Committee has been concerned particularly with the following phases of the problem:

A. *The shortcomings and weaknesses of the first two years of university work as now constituted.*

In general, we find that the more penetrating criticisms of the existing educational program of the lower division gather about three centers:

(1) The obscuring of the wider social purposes of higher education: (a) by the rapid development of science and its application to material control, and the consequent tendencies toward early professional education, (b) by the departmental organization of scholarship and the consequent specialization of effort, and (c) by the rapid increase in numbers of students entering the colleges and universities, where, even though scholars and specialists were generally alert to the importance of having the social bearings of their special fields appreciated by students, the pressure for immediate adjustments would still force the adoption of temporary solutions: viz., large classes with teachers poorly adapted to handle students en masse; the lecture type of instruction in so far as it results in insufficient contact between instructor and student.

(2) The unfortunate results of haphazard programs frequently occurring in the lower division; and the lack of

correlation between certain college courses and the high school courses in the same field.

(3) The inherent difficulties of making fundamental reforms under existing conditions; for instance, the difficulty of combining in the same course both departmental specialization and liberal education.

B. *A comparative analysis of lower division reform measures adopted by other American Universities.*

The reform programs of Columbia, Chicago, Wisconsin, Northwestern, Michigan, Reed College, and others have been examined. The content of some survey and orientation courses has been considered because of the prevalence of resort to courses so designated. It is obvious that the reform programs take two general forms. One type of program adds some sort of introductory or orientation, or survey, or synthesizing course or courses to the usual program. So great is the variety of these that no term can be applied to them all. Another type of program strikes radically at the diverging tendencies of departments with their specialization. The common feature of the programs is that they are directed toward revision of lower division work with the view of securing greater relevancy of courses to (1) the more crucial problems of the organization of the individual life; and (2) the wider problems of public affairs or the intellectual organization of the national life. With these general ends the Committee is in sympathy.

But after consideration of each of the types of program with reference to its application to the University of Washington as a state university with limited financial support by taxation, the Committee concluded that as means to these ends the device of merely adding introductory or synthesizing courses is not an adequate attack upon the problem; and that the programs which involve ignoring existing departmental organization make a more radical change than we are prepared to recommend at this time.

II. **PROPOSED PLAN FOR THE IMPROVEMENT OF THE FIRST TWO YEARS' WORK AT THE UNIVERSITY OF WASHINGTON.**

The Committee proposes a plan consisting of the following recommendations:

A. *Definition of aims.*

Without assuming that the vocational and professional curricula are in all respects satisfactorily meeting their central problems of giving preparation for the economic life, and without absolving them from inquiry on this regard, the Committee nevertheless focuses its program upon the problems of liberalizing instruction in all groups.

The aim of the first two years is to meet the needs for (1) general culture, (2) social usefulness, and (3) citizenship of all students in the university. For the purpose of considering the problems involved, the students may be grouped as follows:

(a) Students who desire two years of work in preparation for (1) majoring in a subject in the college of liberal

arts, (2) majoring in a subject in the college of science, (3) entering the professional schools of law, business administration, education, journalism, etc.

(b) Students who have definitely decided upon the vocation they desire to follow and desire to enroll in one of the specified curricula of the sciences, fine arts, business administration, or the various branches of technology.

(c) Students who desire two years or less of work of a general educational character.

(d) Properly qualified students who desire to pursue for two years or less work which is largely vocational in nature.

While in the main the needs of these four groups are the same, they may differ because of (a) the mental or other qualities that have caused or led them to be in that group, (b) their previous environment, (c) the nature of the work that they are to take in the later years of university work, or the fact that they are not to take any further work.

In order that the varying needs of these groups may be studied sympathetically from the inside and the problems determined, some sort of mechanism is necessary. To this end the next item is proposed.

B. Choice and arrangement of subject matter of courses.

That a careful and systematic survey be made and recommendations submitted by a permanent committee to be known as The Committee on Lower Division. This Committee shall consist of seven members appointed by the administration and include one member from each of the following fields: (1) social science, history, philosophy and psychology; (2) language and literature, (3) fine arts, (4) business administration, (5) technology, and (6) natural and mathematical science. The members are also to be instructors engaged in the teaching of lower division courses. The survey will deal with the proper choice and suitable arrangement of the subject matter and the provision of the necessary equipment for the effective instruction of the different classes of students mentioned above. Upon completion of the survey the committee will continue in an advisory capacity in connection with the lower division work. Appropriate time allowances are to be made to the members of the committee in accordance with the duties imposed upon the several members.

Among the matters to be considered by this committee are the following:

(1) The subjects and the sequence of subjects in the lower division may need to be arranged with reference to the materials and sequences necessary to satisfactory departmental specialization in the upper division.

(2) The present courses are to be considered from the standpoint of their adaptation to the freshman and sophomore years; the courses of the sophomore year should, in general, require more maturity and a higher degree of scholarship.

(3) When the needs of the various classes of students

mentioned under II, A, are not met by the present courses, new courses should be instituted.

(4) The lower division courses are to be carefully studied with reference to the elimination of unnecessary overlapping with (a) high school work, and with (b) the materials of other lower division courses.

(5) Attention is to be given to the influence of size of classes upon the effectiveness of the instruction.

As a means of facilitating the committee's investigation of lower division work, we further recommend that comprehensive syllabi of lower division courses be filed as soon as possible, one copy with the chairman of the Committee on Lower Division and one with the executive officer of the department concerned. These syllabi will include (1) a concise statement of the aims of the course, (2) an outline of the subject matter including illustrative material, (3) the method of its presentation, (4) the previous preparation recommended or required and (5) the kind and amount of work required of the student.

C. *Adaptation of Courses to wider needs.*

That the beginning courses in the various fields should as far as possible be adapted to the needs of and serve for the orientation of all the students rather than merely of the students specializing in the subject. When this is not practicable, new courses should be instituted as stated in B, 3.

This object of adaptation to wider social needs can be accomplished by:

(a) Presenting the fundamental principles of the subject with abundant illustrative material falling within the experience of the students.

(b) Adapting the presentation as far as possible to the mental ability and the previous scholastic preparation of the students.

Such adaptation might in some courses be facilitated by preliminary examination of the results of the students' previous education and experience. In general it would also involve (1) the management of the class so that the ablest students should exert themselves to their capacity, and perhaps in some cases (2) the grouping of students having similar preparation and experience.

(c) Presenting the subject with due consideration of its wide human values, so as to illustrate the bearing of the subject upon (1) the maintenance and improvement of health, (2) family life, (3) responsible citizenship, (4) the community (social and economic), (5) enjoyable and profitable use of leisure, (6) the moral status of the individual, (7) the intellectual life, and (8) the æsthetic life.

D. *Greater adaptation of Curricula to liberal education.*

That a bulletin be published under the direction of the Committee on Lower Division which will furnish information to aid the student in making a better selection of non-vocational courses. The required courses in the various curricula as now constituted are chosen largely for vocational

preparation. The proposed bulletin would give emphasis to the importance of developing the liberally educated citizen.

The bulletin will include:

(1) A statement of the scope and content of each course so complete that the student may know its nature.

(2) Under each course statement, a list of other closely correlated courses.

(3) A statement for each curriculum of the number of credits of available free electives with suggested subjects not closely related to the student's special field of study.

E. *Study of the causes (1) of the student withdrawals and failures and (2) of scholastic dissatisfaction.*

That a careful study be made, by or under the direction of the Committee on Lower Division, (1) of the causes of student mortality in the first two years, and (2) of the nature of dissatisfaction with the work of the University in the lower division on the part of students who do not fail.

The Committee believes that in the nature of the situation a "drop list" of considerable magnitude is to be expected, but there is evidence of the need for a wiser method of elimination than the one now in operation. The following factors should be carefully considered in the survey of causes of student mortality: (1) financial support, (2) health, (3) home conditions, (4) lack of mental capacity for work of college grade, (5) the influence of extra-curricular activities, (6) the lack of guidance, (7) misconception regarding the nature and purposes of courses, and (8) dissatisfaction with the intellectual opportunities provided by the courses offered.

F. *Evaluation of scholarship.*

Any system of "dropping" students, any selection of students for admission to advanced courses, and any evaluation of scholarship in the lower division courses, must be based on more reliable measures of student scholarship than are now in use. We recommend that:

(a) Formal examination be investigated by a properly qualified faculty board, who shall advise instructors concerning objective methods of examination, and determine the reliability of instructors' grades.

(b) So far as practicable a uniform and objective system of grading should be devised.

G. *Encouragement of superior teaching.*

That the administration take steps to make a more definite evaluation of the quality of teaching in lower division subjects. Proper emphasis should be placed upon good teaching; the reward should be on a par with that given to research and publication. Where extensive reconstructions are found to be necessary, it is recommended that a time allowance be made.

Promotions should be based upon adequate objective information regarding the record and qualifications of the candidate. The methods of evaluation of teaching are to be used in consultation with experts familiar with their use.

H. *Appointment of personnel officers.*

That an organized and effective personnel service be established for the freshman and sophomore students of the University.

1. The success of any personnel service depends mainly upon the qualifications of the personnel officer. Among others, the following items should be carefully considered in connection with the appointment of personnel officers:

- (a) Sympathetic point of view toward the student, yet, withal, a judicial attitude.
- (b) Willingness and ability to cooperate.
- (c) Occupational information and contacts.
- (d) An appreciation of the social and cultural aspects of the departmental work.

2. A uniform system of personnel records should be adopted. This will permit the collection and study of data that may throw light upon desirable changes in requirements, rules and general university organization.

3. The personnel service is to be recognized as a part of the teaching load of the personnel officer.

4. Personnel officers are to be appointed as follows:

(a) Departmental personnel officers are to be appointed annually by the administration after proper consultation with the department concerned.

(b) Suitable personnel officers, appointed annually, are to be provided for the college of liberal arts and the college of science, for students who have not chosen a major subject.

H. V. TARTAR,
Chairman.

This in a cursory manner, puts before you the final report of our Committee, which has been adopted by the faculty.

Some of you will say, no doubt, that the proposals are not very revolutionary. We hope that they are not. We believe that a sound, constructive, evolutionary program, consistently carried out, will accomplish most in solving the problems of the first two years of the University.

There is, at present, over our country, a large amount of discussion regarding the work of freshman and sophomore years. Our Committee has made a quite extensive study of the various suggestions and plans which are being tried out. I think that there must follow a general sifting process in finding out just what is worthy and practicable.

The new Committee on Lower Division at the University will, we hope, attack the problem in a conservative, yet open-minded, constructive, research type of procedure. We have

many faculty members who are very successful teachers and have a background of experience coming from many years of labor. We do not desire to put alongside their courses any new courses without giving due consideration to those now in operation. Very likely helpful modifications may be made in many of our present courses.

This report places nothing in the way of establishing a Lower Division unit with its dean and necessary organization.

A very serious objection at the present time is that a new unit would apparently parallel very closely the first two years of our College of Liberal Arts. We feel very hesitant about putting into operation any organization which is a duplication until the plans have been worked out very carefully.

One thing the members of our Committee like about the proposed plan is that it reaches into every department within the University.

You will perhaps be interested in learning about the reactions of some of our faculty members. A goodly number say that the report is good; they state, "we think that it is a good beginning." Others say that they voted for the adoption of the report because of their respect for the Committee and nothing else! (Laughter). One faculty member said: "I suppose that you are satisfied now. You have the Junior College under way and have everything but a dean!" Another said: "This is a great program! I wonder what freedom, if any, a university professor is going to have under such a regime."

One of our professors of law said: "I did not go to the faculty meeting. I read the report and concluded that it was perfectly harmless. If a lawyer had written it with a view of taking the teeth out of it, he could not have done a better job!"

The Committee believes the proposals are definitely constructive and that further work will be undertaken. We are presenting the report here for your criticism and suggestion. We will deeply appreciate anything you may have to offer that will be helpful to us at the University of Washington

in solving the problems of the first two years of study. (Applause.)

Mr. FRILEY: I think this report is a tribute to the courage of the Committee.

It has been suggested that the discussion be postponed until the next paper is given as they are along quite similar lines.

Mr. IRA M. SMITH, Registrar of the University of Michigan, will present "Michigan's Plans for Improving the First Two Years of College Work." (Applause.)

Mr. SMITH:

MICHIGAN'S PLAN FOR IMPROVING THE FIRST TWO YEARS OF COLLEGE

IRA M. SMITH,

Registrar of the University of Michigan, Ann Arbor

During the last few years colleges and universities seem to be very much dissatisfied generally with existing curricula. A number of schools have for some time been studying possible curriculum changes. Dartmouth, Harvard, Yale, and Purdue have had student committees to criticise the curricula, and the New England colleges have formed an association to gather information to be used in the revision of the curriculum. Several mid-west institutions are considering similar action.

At the University of Michigan, this revision of the curriculum was considered by the president to be most practicable in connection with a change in the entire first two years of work. For this purpose the University College (freshman and sophomore years) idea was devised and developed over a considerable period of time. Committees have been at work on the problem for over three years.

The chief problem of the whole situation, according to the report of the Senate committee that was considering it, was "to make the first two years of University work of greater value to the individual student." The general proposal

offered would include all students in all fields of University study (except in Nursing and Pharmacy), in the two-year University College, until they shall have junior standing, or shall have fulfilled the requirements for admission to any of the professional schools, or have decided on a definite course of study or interest in the literary college. It is believed that the University College ^{will} provide opportunity for each student to discover his several abilities and to train himself in personal and intellectual skills.

^{would}
It will try

(1) To ascertain the attainments, abilities and special aptitudes of each student.

(2) To provide adequate means of dealing with the student as an individual in his intellectual life, and to provide means of insuring his physical and mental health.

(3) To provide the type of instruction best adapted to his interests, needs and preparation.

(4) To increase capacity for self-direction in education and in behavior.

The University College will so organize its instruction as to provide means whereby the student may discover the nature of the society in which he lives and may know his place therein.

(5) (1) To create such interests in University matters as will tend to make students helpful members as alumni.

(6) (2) To provide some common knowledge of certain fields of learning for all students as a foundation.

(7) (3) To provide opportunity for a limited degree of exploration of other than the required fields of knowledge.

(8) (4) To provide means for an increasingly adequate appreciation of the social structure and of the uses of unified fields of knowledge therein.

The University College will provide means for the student to discover the personal and intellectual requirements of and opportunities offered by several fields of specialization offered in the University. *It planned to provide the*

means

(1) To distinguish as early as possible the students of various grades and types of ability and to provide for each group opportunities commensurate with its powers.

(2) To enable each student to associate his own interests and abilities with some form of later activity or field of specialization.

(3) To prepare the way for specialization in the later years of University work.

The organization of this college will in the main provide for a separate educational and disciplinary unit within the faculties of the established colleges and schools of the University. Those of the teaching staff whose interest is primarily in students and teaching rather than in research, and only those, would be included in the faculty of the University College. The instructors and those of higher rank, interested in other phases of their subjects than teaching, such as research, while they are often very satisfactory in upper-class courses, are frequently real failures in connection with underclassmen and underclass work. This situation creates intellectual and psychological difficulties for the students themselves.

The courses and their presentation will be so arranged as to bridge the difficult situation created by the transition from high school to university or college life. They will provide an adequate foundation for later studies; or, in case further study is prohibited, be a balanced unit of education that will be of greater use to the student than two years of courses taken in haphazard manner from the ordinary present-day literary college curriculum. No courses now offered to students of Freshman or Sophomore standing will be removed from the curriculum without excellent reasons; and other courses, of one semester or one year duration will be provided as units complete within themselves, for those students who desire a cultural knowledge of certain subjects without the detail given in those courses which require long sequences of study, or which give professional or scientific training. In addition to such courses as these, there will be a general

English course, intimately connected with work in all classes, for all students, modified of course by the individual student's abilities and capacities; an orientation course for those students for which it is thought necessary; and a thorough study of physical and mental hygiene, to establish an effective health foundation during the first year of college, for the rest of the student's life on campus, which would create health habits for later life.

In order to render this work more effective, and to eliminate from these courses those students whose experience, training, and mentality warrants more advanced work, a series of tests will be given during Freshman week, or at the latest by the end of the first month of classes, to determine the individual abilities of each student. Those of superior capacities will not be required to waste time on elementary work, or, if training or help is needed in only certain phases of these studies, tutoring by members of the faculty most interested in the phases in question, as well as in the students themselves will be provided.

For students of fair, or ordinary ability, these tests will point the way to the work of which there is the greatest need. For those of less than ordinary scholastic ability, special work will be given, in great part by individual teaching either in small classes or consultation, to develop the abilities these students have, to overcome their difficulties, and to discover the kind of study or work for which they are best fitted. This system will greatly benefit all students of special abilities and disabilities, as well as give the ordinary student a better opportunity to discover his capacities. Superior students will not be handicapped by being forced to submit to boring repetition of subject matter which they already know, and will be given the opportunity to forge into new fields, without causing those who have the ability to make equal use of their knowledge to fail in ordinary class competition because they may not grasp certain knowledge as quickly as others. Individual mental idiosyncrasies will also be taken into account, whenever possible. Many students have very definite aver-

sions which often amount to incapacities, or real disabilities, for certain subjects, such as mathematics or languages, which cannot be overcome without great difficulty, and in some cases not at all.

The curricula offered these first- and second-year students will be such as to become an integral part of the work to be done in the entire college career. The courses given, especially in the sophomore year, will contribute definitely to the advanced work as upperclassmen, either as introductory courses, or as a means of determining the field to be developed during the remainder of the college period.

There will be no lowering of the standards of the work to be done, either in the classes in the University College, or in the high and preparatory schools, credit for which is required for entrance.

The faculty of the University College will establish the entrance qualifications of all students, and presentation of these qualifications will be made to the Registrar of the University. Also, the faculty will establish the requirements for fulfillment of work done in residence in the University College. All scholastic matters, and scholastic discipline will be handled by this body and such committees of it as are considered necessary.

The faculty of the University College will consist of those members of the faculties of the various schools and colleges of the University which have courses included in the University College two-year program. Work will be conducted by the departments in which it is already given, in order to establish a very definite continuity with the advanced work of that department. Pre-professional work will be conducted with the guidance of the faculties of the professional schools concerned, and course content will be in large measure determined by them.

There will be no separate teaching budget for the University College, as the principle is coöperation between the established departments and the new college. Administration of the University College will doubtless be accomplished by

a dean and an assistant dean, and an executive committee of the faculty. No certificate or diploma will be issued to students who have completed the work in the University College, but a statement of credits or a transcript of record will be given.

Students who desire to continue their studies in any of the higher divisions of the University must pass comprehensive examinations at the end of the two-year course of study. These examinations will be prepared by the faculty of the University College in collaboration with the faculties of the various colleges to which the students are transferring. The University College faculty alone "would have the power to see the student out of the University College, but not authority to see him into the higher unit." However, the examinations given by the faculty of the University College and the faculties of other schools and colleges together would cover at once the final tests for the University College and the entrance requirements of the higher units of education. In addition to the value of the comprehensive examinations to the student, and as a measure of his ability, they "must also test the teacher as well as the pupil for then the teacher will find out what he has accomplished."

MR. EDWARD J. MATHEWS, University of Texas: Mr. Smith, did your Committee consider the prospect of harmony within each Department with reference to allocation of the budget as it affects the Junior College and the Upper Division?

That is, I take it, it was planned to have special new courses? That, of course, would call for additional funds and there would be present in each Department the older members and they would likely be those less enthusiastic for the newer things in the University College, and it occurs to me there might be some danger of the newer and more desirable thing, from the standpoint of the University College, starving, or rather, not receiving as much financial encouragement as might be necessary.

Mr. SMITH: That was freely discussed. It was generally understood that that knotty problem would have to be solved by the Dean of the University College, heads of the Departments concerned and the President.

Dr. TARTER, University of Washington: In the School of Education, also in the College of Business Administration, Journalism and Law, first of the year, Liberal Arts College, or maybe the College of Science—but it is essentially that two-year arrangement procedure. We have a College of Business Administration, however, but they may begin Liberal Arts and take economic space and follow out the Junior and Senior years.

Mr. FRILEY: I am wondering if any schools, primarily technical in nature, have started a plan of this kind or are thinking about it? Mr. Smith mentioned the report of the S. P. E. E. but there is a movement in a number of places to lengthen certain of the courses in engineering and architecture. The general feeling is that so much has been put into the engineering course in the short period of four years that they are not doing it justice; furthermore the advent of the Junior College is complicating the situation as far as the engineering course is concerned.

In most cases, it is difficult for the usual Junior College graduate to enter the Junior Year of the engineering course. Personally, I am interested in the technical side.

Mr. ROGERS, Oregon State College: Assuming that perhaps I am one of two technical representatives here, I enter the discussion with some feeling of humility. That is, I am humble in the presence of so large a question; not humble at all in my viewpoint with respect to technical education.

The problem of adjusting the training of young men and women to the life which they are to carry out, after leaving college and coördinating that training in such a manner as to make it fit for the needs of so varied a group as are represented in our major schools at the present time, is indeed a tremendous one. The technical schools, particularly, the

Engineering School is, perhaps, the chief source of difficulty in all reorganizations of the Lower Division and there are various reasons for this which I think should always be held clearly in mind.

Perhaps risking the criticism of some of my own contemporaries, we must first remember that Engineering is not a professional training. We use that term professional so often in thinking of the training in Medicine, and Law, that we are apt, by virtue of the concept we have built of that term to think of Engineering similarly.

No student can graduate from an Engineering School and be admitted to the examination for professional Engineers in his State. Men who graduate from Law and Medicine are immediately eligible for the State Board Examinations. That cannot be done in any State. The professional organizations—the American Society of Mechanical Engineers and of Electrical Engineers, until very recently, evaluated an engineering training as equivalent to two years of experience in the profession.

The profession of engineering is something which a man prepares, himself, for, in no small measure, after he leaves college. In college, we hope to give him a certain fundamental training; fundamental in its relationship to the profession but it is certainly necessary that fundamental training must be enlarged upon after graduation if he is ever to become a professional engineer.

Engineers, as a group, in society, could be divided into three general classes: Technicians, Administrators and Professional Engineers and only a small percentage of that group are Professional Engineers. There are a great many men who graduate from technical schools and go into the field of Administration, about 75 per cent of our graduates do that.

Immediately after graduation, however, about the same number—not quite, ranging from 65 to 70—go into technical fields and through that to administration, as they are personally qualified. Concentrating my attention immediately upon the Junior College, after making that first statement.

I hope, clear: 15 years ago, in the Engineering Schools in this country, we had a Lower Division which was essentially a combination of Arts and Letters and Mathematics and Physical Science. That Lower Division was quite generally organized the same throughout the schools of the country and the technical and engineering sciences were taught in the Upper Division.

There was a great deal of dissatisfaction with that arrangement of curricula in the various schools of Engineering. I recall, myself, in my own training of chafing at the inability, at the lack of opportunity to undertake anything that was related to the field of life work that I had selected or that I thought I had selected. I even began to suspect that, maybe, I had not selected it.

The Engineering students who come to school at the present time do so with a vocational objective, with an urge to get into Engineering work as quickly as possible and that vocational objective must not be overlooked when we consider reorganization of the Lower Division.

However, following the trend of curricula developments in Engineering, the schools realizing the need for better orientation in that Lower Division for Engineers themselves and realizing that that orientation cannot come through descriptive courses (and I am quite heartily in agreement with the report presented from the University of Washington here)—but there are some matters in it which I think deserve some elaboration, at least. Orientation, in some abstract age is the way in which Engineers think is something that cannot be obtained from descriptive courses and that is our principal difficulty in Engineering training, which results in our large list of casualties.

Students come to us with an understanding of what an Engineer builds and designs and the conditions under which he works, etc., but they do not come with any understanding of how he thinks, of the abstract nature of his thinking and I know of no way that an understanding of that manner of thinking can be obtained except by trial.

That trial is something which, with the general inauguration of the Junior College plan, would inevitably delay until Junior year and I cannot see that it would reduce our casualties, in proportion, any large amount. It will inevitably lengthen the Engineering curriculum.

Within the last ten years, after the University of Washington took the lead movement and extended the work down into the freshman year and enlarged to some extent in the sophomore year, primarily for the purpose of immediately introducing the student to the Engineers, or the physical synthesis method of thinking, recognizing, of course, the Engineers' method of thinking is different from Science thinking, particularly in objective.

An Engineer is inalterably directed towards a thing for a practical purpose. He has no brief for science as science. He is interested in science for its practical service rather than because of the nature or beauty of its organization and the Engineering schools introduce their training in the freshman year for the purpose of giving freshmen students an understanding of that manner of thought for the purpose of introducing the students, themselves, into the respective fields of specialization—Electrical, Mechanical, Civil Engineering being founded largely upon the development of the field of physics, Chemical Engineering, largely upon developments in the application of Chemistry.

So, I feel every College Administration, every College Faculty, has a right to say to the Engineering Schools "What are your objectives of the first two years?" "Why should you have your Engineering courses in those first two years?" and I feel that the Engineering Schools are responsible for an answer. That answer, to me, seems to be in a large part, to introduce the student into the manner of thought which Engineers employ.

To train a student in the professional execution of work which is absolutely essential to the Engineer, whether he be a technician or administrative or professional engineer.

If there are any two large objectives that stand out in

Engineering training they are the development of the scientific attitude towards things and the development of a professional attitude towards work. Now, immediately you recognize that those two objectives are deficient in the training of young men for any large measure of living, then the Engineering Schools recognize the same.

The problem with which we are confronted, however, is the problem of selecting what we shall teach or giving priority of recognizing, seems to me in the beginning, that we are not, in the short period of time in which young men are under our direction, going to make any tremendous contributions to their future lives. I mean "tremendous" in relationship to the fullness of their lives after a four-year period of training.

The Engineers who go out of school do not lack the fundamental knowledge in science and technology. They lack friends and they lack books and they lack philosophy of life and they lack appreciation of art and there is no use in trying to deny that. If we, however, are to limit our training to a period of two years, recognizing of course, (accepting rather than recognizing the four-year dictum for the Bachelor's Degree)—I feel Engineering Schools have a right to say to the Administrators of our Universities and Colleges "What are the objectives of the work which you propose to replace the Engineering work of the first two years with?"

There have been some statements made this morning that the object of the Junior College was for the purpose of enlarging the service to those students who stayed two years.

Now, the question in my mind is to what those students need most? what they need most after they leave College? Is it the training which they will get out of the Junior College? What are the problems which confront them?—employment, marrying, raising a family are the problems that confront the average school teacher, economic problems—and will a Junior College prepare men leaving the institution after two years of training for economic life?

Now, that, perhaps, is open to criticism. A man must live fuller than in his economic region. Most certainly.

But, suppose that a man has the essentials for a full life and has no preparation for economic life, where does he find himself in a country like the United States today?

We departed in our system in education from the European System—I would not say European System, because the Engineering School term is not significant—we hear lots about Oxford and Cambridge and we hear a little about the technical institutions of Great Britain, and they have splendid institutions, but we departed from the old liberal form of education in this country for the purpose of service in the solution of practical problems, for the purpose of giving young men and women practical education.

Perhaps in that desire, we have gone too far. We have overlooked the elements of liberal education. We have overlooked the requirements necessary for a fuller life but while we have gone too far, while we may have gone too far, I may say, we have, inevitably, been forced in that position by the developments of science and technology. We are now in the position where, in Engineering, we recognize many of us will not apply our science and technology in the largest, fullest sense of the word, after graduation. Those who have received a partial training must inevitably turn to the fields of Administration. Many of those who really hope to become professional Engineers are going on to a grade at training.

All of our better students in our institution are being headed towards other institutions where they can take graduate training through the assistance of Fellowships extending over periods of two years, during which time they carry on research work and pursue graduate work, completing with a Master's Degree.

Young men of the country who are doing that today will, undoubtedly, form the ranks of our future professional engineers and there is some possibility, therefore, of changing the curriculum with the recognition that those who will really become professional Engineers must continue their training and with the recognition that a large portion of the numbers at present graduating from the Engineering Schools of the

country, will inevitably, if they assume leadership, go into the field of administration, where they will have need for broader qualifications than they get at the present time from their technical training.

If we can accomplish that with the organization of the Junior College!—however, we have the right to ask, it seems to me, what are the objectives of that Junior College curriculum? The statement that such curricula will prepare those students who form our casualty list at the present time, better for the lives which they are to live, seems to me, after graduation, is subject to some criticism.

Whether that consideration for casualties and those who desire to continue their training can be made by the organization of liberal curricula, it seems to me is open for criticism but regardless of that, I think there is a possibility of coordinating a liberal curriculum with the Engineering curriculum and I believe the Engineering Schools would be willing to do that if in the products of the liberal Colleges, we could find specific objectives, objectives that could be obtained within a two-year period. What those objectives are, I would hesitate to say.

It seems to me that we should expect out of that some philosophy of life, some philosophical attitude towards values and a critical attitude towards life. I believe that we should expect that of the work in the Lower Division. At the same time, with the experience that we, in Engineering, have in trying to develop a scientific attitude towards things and a professional attitude towards work, there is a big question in my mind if those objectives can be attained in a two-year period.

I believe the changes necessary in the students are a change in his method of attacking problems, in his ideals, in his attitudes, are something which it takes more than two years to effect. Yet, if the liberal Colleges should show any measure not objective, we would not expect that—any subjective measure of progress for the attainment of so clearly defined objectives, I believe the Engineering Colleges could

adjust their curriculum to include that sort of training in the four-year period.

Mr. FRILEY: I think Dean Rogers has presented a very important aspect of this problem and certainly one to be considered carefully in the final adjustment of the Lower Division work.

Adjournment.

THURSDAY AFTERNOON SESSION

April 18th, 1929.

Mr. CHARLES E. FRILEY, Presiding.

Mr. FRILEY: Last year, at the business session, Mr. Smith presented a report with reference to the matter of examinations in English for Foreign students.

Mr. Smith has another report along that line which I would like him to make at this time.

Mr. IRA M. SMITH: The College Entrance Examination Board appointed a commission to study the question of an examination in English for Foreign students. That commission has been working under the Chairmanship of Dr. Adam LeRoy Jones, of Columbia University, and they have had several meetings and have made a final report to the College Entrance Board, setting up an examination covering certain features of a typical examination in English for Foreign students. The College Entrance Examination Board, at their Annual Meeting, April 9th, took the following action:

At its meeting yesterday (April 10th) the College Entrance Examination Board voted to hold examinations in English for foreigners in April, 1930, beginning with about twenty examination centers. The examination fee next year will be \$10.00. Centers will probably be located in Japan, China and India, also in European countries and South America.

Faithfully yours,

(Signed) THOMAS S. FISKE,
Secretary.

If it is necessary, I would like to move the Resolutions of the College Examination Board be embodied in the report.
(Motion seconded and carried.)

REPORT ON THE RECOMMENDATION OF THE AMERICAN
ASSOCIATION OF COLLEGIATE REGISTRARS CONCERN-
ING THE ESTABLISHMENT OF AN EXAMINATION
IN ENGLISH FOR FOREIGN STUDENTS

The American Association of Collegiate Registrars at the 1927 meeting at Atlanta voted to recommend to the College Entrance Examination Board the establishment of an examination to be held at various points in foreign lands for the purpose of testing the ability of foreign students to use and understand the English language. As President of the American Association of Collegiate Registrars for that year I transmitted the recommendation of the Association to the Secretary of the College Entrance Examination Board in the following letter dated December 30, 1927:

Mr. Thomas S. Fiske, Secretary
College Entrance Examination Board
431 West 117th Street
New York City

Dear Sir:

At the last annual meeting of the American Association of Collegiate Registrars the following resolution was unanimously adopted:

"Whereas, It is required that a certificate of admission be furnished a non-quota immigrant student prior to his admission to the United States; and difficulty having arisen both in defining the exact knowledge of the English language required for admission, and determining the ability of the student in this respect; Be it Resolved, That the American Association of Collegiate Registrars request the College Entrance Examination Board to consider the addition to their service of a special examination designed to test the ability of a foreign student in such use of the English language as is required for attendance at an American Collegiate institution, and to offer this examination to prospective foreign students in connection with their regular June examinations."

One of the trying difficulties of an officer of admission of a college or university admitting students directly from foreign institutions, is the difficulty of determining whether or not the applicant has had sufficient work in the English language. It has been the experience of many college admission officers to consider a credential at face value and give full credit for the work in English as certified, whereas in fact the student in question very often is unable to validate his claim for such credit by satisfactory performance in college courses and to pursue profitably college courses conducted in the English language.

An examination set by the College Entrance Examination Board would be a good move in the right direction toward the better selection of students and it is our earnest request that the Board consider rendering this additional service to the already excellent service now given.

I enclose a copy of a letter which is always mailed by the University of Michigan to students from other lands who are seeking admission to this university. I also enclose a copy of an extract from a letter dated in March 1927 from the Commissioner General of Immigration with regard to the admission of non-quota immigrant students.

Yours very truly,

IRA M. SMITH
President, American Association
of Collegiate Registrars

The above request was considered by the College Entrance Examination Board at their meeting held April 4, 1928, and the following is an excerpt from the meeting of the Board on that date:

The Chairman reported that the Executive Committee had received a request from the American Association of Collegiate Registrars for the establishment of an examination to test the ability of non-quota foreign students to understand and use the English language. He said that a commission would be appointed to investigate the problem and to report at the next meeting.

He stated that some of the members of the Executive Committee had expressed the opinion that foreign students, if otherwise fitted, should not be excluded from American universities because of an imperfect knowledge of the English language.

The College Entrance Examination Board acted favorably on this recommendation and appointed the following Commission to consider and report upon the proposal that the Board establish such an examination:

Chairman, Professor Adam Leroy Jones, Columbia University
Doctor Claude M. Fuess, Andover, Mass.
Mr. J. Wilson Hobbs, Boston, Mass.
Mr. Ralph S. Minor, University of California
Professor Kenneth B. Murdock, Harvard University
Mr. David A. Robertson, Washington, D. C.
Mr. Ira M. Smith, University of Michigan
Mr. Edwin B. Stevens, University of Washington

Four members of the Commission were in charge of admission to four institutions which received applications from large numbers of foreign students; three were specialists in English; and one was Assistant Director of the American Council on Education and especially interested and well informed in matters having to do with foreign students and relations to foreign institutions.

For several months prior to the meeting of the Commission, which was held on Saturday, October 20, 1928, at the offices of the College Entrance Examination Board, the Chairman had been in active correspondence with members of the Commission and had received from some of them important constructive suggestions regarding the need for a special examination in English for foreign students, the practicability of conducting such a test in foreign countries, the type of

the examination to be given, the necessity and the desirability of including aural and oral tests, and suggestions as to how such tests may be administered. Sometime prior to the meeting of the Commission a summary of these suggestions had been sent to the several members of the Commission for their consideration and study with a view to making it possible to consider these matters effectively at the meeting of the Commission. All members of the Commission were present at the meeting except Mr. E. B. Stevens, who had transmitted numerous suggestions by letter. The Commission interpreted its duties to be not a presentation of a detailed plan for the examinations and their conduct but a consideration of the desirability and practicability of giving such a test. Many matters of detail were discussed but no definite conclusions regarding them were arrived at. After full consideration the Commission voted unanimously to adopt the following resolutions:

- (1) RESOLVED: That it is the opinion of this Commission that an examination to test the competence of foreign students in the English language to be given in foreign countries is desirable.
- (2) RESOLVED: That the purpose of such an examination would be to test the candidate's ability to understand written English, to read English intelligibly, to understand spoken English, and to express his thoughts intelligibly in spoken English.
- (3) RESOLVED: That it is the sense of this Commission that in testing comprehension of written English several passages of connected English of varying degrees of difficulty and dealing with different subject matters should be included in the examination and that in the report of the examination there should be included a statement regarding the candidate's performance in the several elements of the examination.
- (4) RESOLVED: That it is the sense of this Commission that the conduct of such an examination is financially practicable in accordance with the present principles of the College Entrance Examination Board and that the candidates examined should bear the total cost of the examinations.
- (5) RESOLVED: That in the opinion of this Commission the aural examination should test at least the candidate's ability to understand simple English prose read slowly and also his ability to understand simple directions given conversationally.
- (6) RESOLVED: That the Chairman of this Commission be instructed to report to the College Entrance Examination Board the opinions and recommendations of this Commission and on behalf of the Commission to recommend to the Board the establishment of an examination in English for foreign students.

Professor Jones explained that the Commission had not made a detailed study of the character of the proposed examination as it

thought that such a study should be postponed until the Board had indicated its willingness to conduct such an examination.

The Chairman of the Board thanked the Commission for its report and stated that the Executive Committee had voted to recommend the adoption of the following resolution:

RESOLVED: That the Board authorize the Committee of Review to take such steps as may be necessary to prepare plans for an examination in English for foreigners.

On motion the resolution was adopted by the College Entrance Examination Board.

The following Committee was appointed by the College Entrance Examination Board to prepare plans for an examination to test foreign students in respect to their ability to understand and to use the English language:

Professor Adam Leroy Jones, Columbia University (Chairman)
Professor Jack Crawford, Yale University
Doctor Claude M. Fuess, Phillips Academy, Andover, Mass.
Professor Kenneth B. Murdock, Harvard University
Professor Agnes F. Perkins, Wellesley College
Doctor David A. Robertson, Assistant Director, American Council on Education, Washington, D. C.
Mr. Ira M. Smith, Registrar, University of Michigan.
Professor Ada L. F. Snell, Mount Holyoke College
Professor Harrison R. Steeves, Columbia University

This committee held two meetings in the office of the Secretary of the College Entrance Examination Board on Saturday, March 2, and Saturday, March 23, 1929. The Committee recommended to the College Entrance Examination Board the establishment of such examinations. At the Spring meeting of the College Entrance Examination Board held on April 10, 1929, at Columbia University, action was taken to authorize experimentally an examination in English for foreign students to be conducted in April, 1930, at about twenty centers in foreign countries. The purpose is to ascertain the command of English of candidates for carrying on work in American colleges and universities, in accordance with petitions presented to the board by the American Association of Collegiate Registrars and other bodies.

As authorized by Professor Adam Leroy Jones, chairman of the committee, the new examination will include the following:

1. One-paragraph passages averaging about 150 words. (a) Narrative English of distinct simplicity. (b) Historical, topical or journalistic English with greater difficulties in vocabulary and structure. (c) A passage of some critical weight on a matter of specific social import, of about 100 words. (d) A passage of scientific prose, of about 100 words.

2. A passage of three to four hundred words of some difficulty, dealing with debatable or conditioned ideas.

Questions on the above passages are to be directed at the student's understanding of their substance.

3. (a) Transcription of a passage from dictation. (b) A dictated long passage to be reproduced in substance in writing.

4. An oral test to determine fluency, responsiveness, rapidity, articulation, enunciation, command of construction, of connectives, usable vocabulary and the use of idiom.

5. A composition of 250 to 300 words to be written within a period of one and one-half hours, the subject to be selected from a list of topics.

Grades should be given not only in percentages but also in terms of relative numerical standing and percentiles for all the applicants from the country in question. It seems to the committee that this would be particularly important with regard to students whose language differs radically from English, as does Chinese or Japanese.

It was agreed that a foreign student coming to the United States for research or advanced work does not need to be as proficient in speaking English as a student starting upon undergraduate courses. As with the comprehensive examination of the board, the papers written by foreign candidates will be sent to the colleges and universities they desire to enter. The fee is to be \$10.00.

The above brief gives a summary of the work which has been done relative to the establishment of the examinations proposed by the American Association of Collegiate Registrars at the Atlanta meeting. It is hoped that these examinations when established will serve the purposes satisfactorily and that all officers of admission of colleges or universities in this country who are called upon to consider applications for admission filed by students from other countries who wish to enter this country for educational work under the non-quota provision of the 1924 Immigration Act, may use the facilities thus provided by the College Entrance Examination Board.

IRA M. SMITH

University of Michigan

Mr. FRILEY: I am going to ask Mr. Grant to open his question box now.

Mr. E. J. Norton and Mr. G. E. Wadsack were appointed to assist in counting the votes. Number present, fifty-seven.

How many institutions record advanced standing credits on the student's permanent record card? How many do so when the students first register? Twenty-six.

How many do so after completing at least one year's residence? Fourteen.

How many required last year's work towards a B. S. Degree must be done in residence? Thirty-six.

Mr. FRILEY: I imagine some of them do that but perhaps allow one or two courses to be done elsewhere.

Mr. GRANT: In some cases, especially in the case of Medical Schools—How many allow a year's residence credit at a

Medical School other than their own for the last year in College? 7.

Mr. FRILEY: There are certain institutions which allow students to do the last year for an A. B. Degree provided they have been at the first institution three years.

Mr. GRANT: How many do so for a general course at some other institution? 3.

How many require instructors to file final grades one week or less after the end of the term? 46.

How many allow College credit for excess High School Units?

Mr. FRILEY: Certain institutions, provided they have excess units, allow examination at College.

Mr. GRANT: How many allow credits when there are excess units on the basis of entrance examinations or advanced standing? 8.

How many have no penalties for absences? 14.

How many keep the records and compile the history of graduates and alumni subsequent to their leaving College under the direction of the Registrar? 11.

Under the Secretary, not responsible to the Registrar? 24.

By joint arrangement of the Registrar and some other independent Secretary? 3.

How many allow transfers from Junior Colleges a maximum of credit in excess of one-half the requirements for graduation in the curriculum which the student enters in the University? 3.

How many admit without examination all graduates of accredited high schools regardless of the high school grade report? 14.

How many issue duplicate diplomas if the first diploma issued is lost by the recipient? 32.

How many give out grade reports to students? 52.

How many give semester reports to the students as "passed" or "not passed"? (No one)

How many have a uniform grading system for all divisions within the institution? 51.

How many require a matriculation fee from a student who has paid a similar fee in the institution from which he is transferring? 34.

How many require a fee for change in a student's schedule, assuming the request is not caused by a clerical error? It is assumed it is changed after the allowed period. 36.

How many charge more than \$5.00 for a registration fee? That fee does not always go under the name of "registration fee." I know some places it is a University fee; other places, matriculation fee. How many charge more than \$5.00 for such fees? 23.

How many charge less than \$5.00 for registration fee or matriculation fee? 6.

How many require a registration fee, annually? I suppose that is against semi-annually. How many require it once a year only? 7.

How many have general faculties in addition to the several school and college faculties and special administrative Councils? 18.

That is all the questions I have that are adapted for a show of hands.

Do you care to have the others read, Mr. Chairman? They would call for discussion more than a show of hands.

Mr. FRILEY: Suppose we read them.

Mr. GRANT: Is there any possibility, at next year's session, of having copies of each paper presented distributed after the paper is read?

I believe the general consensus of opinion is it should be. How many would be in favor of such action? Almost unanimous.

What is the general practice regarding discipline for non-attendance at classes? Well, we might put this question. In how many institutions is the discipline exercised in the form of a loss of credit, or part credit? 21.

Now, how many would penalize by reducing the grade from A to B or B to C? 7.

What is the most efficient and most thorough method of collecting laboratory and non-resident tuition fee? (Laughter.) We had better have a paper on that next year.

Why cannot the Registrars' Association encourage the approval of a uniform minimum requirement in laboratory science for a Bachelor's Degree?

I wonder if it is our business to do that? That is for the Dean to worry about.

I will now call for reports from the chairmen of the several sections. We will hear from Miss McGahey. I perhaps caught you unaware, Miss McGahey, but all that is necessary is to let the Association know the name of the Chairman for next year.

Miss FLORENCE I. MCGAHEY: (Section A). Mr. Quick, University of Pittsburgh, was elected for next year.

Mr. FRILEY: Section B.

Mr. THOMAS E. STECKEL: I didn't understand a report was to be made.

Mr. FRILEY: Who was elected Chairman?

Mr. STECKEL: They elected me again.

Mr. FRILEY: Section C.

Miss JENNIE M. TABB: As to numbers, our meeting was rather small but of very high quality. We had a very interesting paper from Mr. Smith, of Kirksville, Missouri, as to the relations existing in his office with the educational officers and administration. There was informal discussion which was very interesting and illuminating. Mr. Floyd B. Lee, of Hays, Kansas, was elected for next year.

Mr. FRILEY: Mr. Parrott, of Section D.

Mr. A. H. PARROTT: I didn't know I was expected to make a report. I was re-elected.

Mr. FRILEY: Before asking your Secretary to read the report of the Executive Committee, I would like to announce the Fraternal Delegates of this Association to the various organizations during the past year:

Mr. Ira M. Smith was appointed as the representative of the Association to the Canadian University Conference, Montreal, June 27th, 1928.

Mr. Smith also represented the Association at the 1929 meeting of the North-Central Association and the Cleveland Meeting of Officers of Regional Standardizing Agents.

Mr. A. J. Hare, Registrar of Virginia, represented the Association at the inauguration of John Roscoe Turner, as President of the University of West Virginia.

Mr. Tuttle represented the Association at the meeting of the Ohio College Registrars & Examiners, November 2d and 3d, 1928, and

Registrars Dempster, Smith and West were the representatives of the Association at the Cleveland Meeting of the National Committee on Research in Secondary Education.

Will you read the report of the Executive Committee?

Mr. C. P. STEIMLE: The Executive Committee of the American Association of Collegiate Registrars convened at 10.00 o'clock p. m., Monday, April 15th, 1929. There were present C. E. Friley, President, E. J. Grant, First Vice-President, Josephine Morrow, Second Vice-President, F. Isabel Wolcott, Third Vice-President and C. P. Steimle, Secretary. At the request of the President, Messrs. Mathews, West and Gillis were also present.

Following an informal discussion, the following recommendations were approved for presentation at the business meeting, Thursday:

1. That it is the desire of this Executive Committee that Associate Memberships be abolished.
2. That the first eight volumes of the proceedings be edited and printed in one volume and sold at a price to cover

the expense of printing in cloth, the work to be done by the Editor and Secretary.

3. That the price of the extra copies of the proceedings be \$1.00 to members of the Association and \$2.00 to others.

The first is "That it is the desire of this Executive Committee that Associate Memberships be abolished."

(Motion seconded and carried.)

Mr. FRILEY: I might say there are only two associate members now, both being Assistant Registrars and about the only benefit they get, aside from attending the meetings are the Annual Proceedings.

Mr. STEIMLE: "That the first eight volumes of the proceedings be edited and printed in one volume and sold at a price to cover the expense of printing in cloth, the work to be done by the Editor and Secretary."

Mr. FRILEY: I think this is a fine move. There have been many requests for the proceedings of the earlier meetings. They have real historical value besides other values.

Is there any discussion of the motion?

(Motion seconded and carried.)

Mr. CLARK: Would it be in order to suggest, in connection with that, that this volume be very carefully indexed?

Mr. FRILEY: That is a good suggestion and I am sure the Secretary will take care of it.

Mr. STEIMLE: "That the price of the extra copies of the proceedings be \$1.00 to members of the Association and \$2.00 to others." (Motion seconded and carried.)

Mr. FRILEY: We will now have the Treasurer's Report.

Ladies and Gentlemen: I have the honor to submit herewith the report of the Treasurer for the year 1928-1929.

AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS

REPORT OF THE TREASURER, 1928-1929

Receipts:

Balance April 14, 1928 (See 1928 Proceedings, page 450)	\$4,262.61
Bank interest on account of former Treasurer.....	18.62
Interest on checking account, 1928-29.....	35.45
Interest on savings account, 1928-29.....	56.48
Sale of Bulletins.....	10.50
Associate members who paid 1927-28 dues (2 @ \$3.00) ..	6.00
Associate members who paid 1928-29 dues (1 @ \$3.00) ..	3.00
Regular members who paid 1926-27 dues (2 @ \$5.00) ..	10.00
Regular members who paid 1927-28 dues (22 @ \$5.00) ..	110.00
Regular members who paid 1928-29 dues (586 @ \$5.00)	2,930.00

Total..... \$7,442.66

Disbursements: 1,734.57

Balance April 10, 1929..... \$5,708.09

Assets:

Checking account in Forbes National Bank	\$1,651.61
Savings account in Forbes National Bank	4,056.48
	<u>\$5,708.09</u>

STATEMENT OF DISBURSEMENTS

Date	Payee	Explanation	Check No.	Amount
1928				
5/10	William Mather Lewis	Expenses to Cleveland Convention	1	\$59.20
5/10	The Alumni Press, University of Michigan	Printing Programs for 16th Convention	2	38.00
5/16	Western Reserve University	Printing Registration Cards	3	2.25
5/16	P. W. Kindlespire	Engrossing Expression of Appreciation	4	15.00
5/16	The Master Reporting Co.	Reporting of 16th Convention	5	107.44
6/25	The Standard Printing Co.	For letterheads	6	20.00
6/25	Challinor-Dunker Prtg. Co.	For Treasurer's Cards	7	8.00
7/31	Ira M. Smith	Expenses to Montreal as delegate to National Convention of Canadian Universities	8	75.50
9/10	Amer. Council of Education	Associate Membership dues for 1928-29	9	10.00
9/11	Johns Hopkins University	Telegram to New Haven from Baltimore by R. N. Dempster	10	.42
10/20	The Addressograph Co.	Addressograph plates for Treasurer	11	30.37
10/20	J. H. Furst Co.	Printing and binding 1,000 copies of the Proceedings of 16th National Convention	12	709.50
11/21	Challinor-Dunker Prtg. Co.	Treasurer's Receipt Books	13	20.00

1929				
1/14	A. H. Mathias & Co.	Reproducing membership lists	14	1.89
1/14	Carnegie Institute of Technology	For 1,250 2-cent stamps for Treasurer	15	25.00
1/14	Mrs. Josephine Morrow	Expenses for 2nd Vice-President	16	31.84
1/21	Johns Hopkins Press	For 500 envelopes	17	7.50
1/21	J. H. Furst Co.	Printing Fall Bulletins	18	87.65
2/18	A. & M. College of Texas	Printing for President	19	2.95
2/18	A. & M. College of Texas	For 500 2-cent stamps for President	20	10.00
2/18	Mrs. Josephine Morrow	Expenses for 2nd Vice-President	21	17.57
2/20	C. M. MacInnes	For one copy of University Bulletin, April, 1928, and one copy of University Bulletin, Oct., 1928	*	.50
3/5	Charles E. Friley	For Convention expenses	22	250.00
3/18	A. & M. College of Texas	President's Office—Postage	23	20.00
3/25	The Addressograph Co.	Plates for Treasurer	24	3.90
3/27	The Addressograph Co.	Plates for Treasurer	25	1.39
3/28	A. & M. College of Texas	President's Office—Postage	26	6.00
3/28	J. H. Furst Co.	Printing and binding 750 Winter No. of Bulletins	27	120.20
4/5	A. & M. College of Texas	Printing for President's Office	28	35.60
4/5	Standard Printing Co.	For 700 circular letters for Secretary	29	10.25
4/5	The Transcontinental Passenger Association	For 650 identification convention certificates	30	6.65
Total disbursements.....				\$1,734.57

BUDGET DISBURSEMENTS, 1928-1929

PRESIDENT'S OFFICE

Budget Allowance, \$150.00

Date	Payee	Explanation	Check No.	Amount
1928				
7/31	Ira M. Smith	Expenses to Montreal as delegate to National Conference of Canadian Universities	8	\$75.50
1929				
7/31	A. & M. College of Texas	Printing	19	2.95
2/18	A. & M. College of Texas	Postage	20	10.00
3/18	A. & M. College of Texas	Postage	23	20.00
3/28	A. & M. College of Texas	Postage	26	6.00
4/5	A. & M. College of Texas	Printing	28	35.60
Total.....				\$150.05

* Foreign draft.

AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS 347

SECRETARY'S OFFICE

Budget Allowance, \$150.00

1928				
6/25	The Standard Printing Co.	For letterheads	6	\$20.00
1929				
5/6	The Standard Printing Co.	For 700 circular letters	29	10.25
Total.....				\$30.25

TREASURER'S OFFICE

Budget Allowance, \$100.00

1928				
6/25	Challinor-Dunker Prtg. Co.	Cards	7	\$ 8.00
10/20	The Addressograph Co.	Addressograph plates	11	30.37
11/21	Challinor-Dunker Prtg. Co.	Treasurer's receipt books	13	20.00
1929				
1/14	A. H. Mathias & Co.	Reproducing membership lists	14	1.89
1/14	Carnegie Institute of Technology	1,250 2-cent stamps	15	25.00
3/25	The Addressograph Co.	Addressograph plates	24	3.90
3/27	The Addressograph Co.	Addressograph plates	25	1.39
Total.....				\$90.55

SECOND VICE-PRESIDENT'S OFFICE

Budget Allowance, \$50.00

1/14	Mrs. Josephine Morrow	Expenses—Printing and postage	16	\$31.84
2/18	Mrs. Josephine Morrow	Expenses—Printing and postage	21	17.57
Total.....				\$49.41

EDITOR'S OFFICE

Budget Allowance, \$1,200.00

1928				
9/11	Johns Hopkins University	Telegram to New Haven from Baltimore by R. N. Dempster	10	\$.42
10/20	J. H. Furst Co.	Printing and binding 1,000 copies of Proceedings for 16th National Convention	12	709.50
1929				
1/21	J. H. Furst Co.	Printing Fall Bulletins	18	87.65
2/20	C. M. MacInnes	1 copy "University Bulletin," April, 1928, and 1 copy "University Bulletins," Oct., 1928. Foreign draft		.50
3/28	J. H. Furst Co.	Printing Winter Bulletins	27	120.20
Total.....				\$918.27

CONVENTION EXPENSES
Budget Allowance, \$500.00

Date	Payee	Explanation	Check No.	Amount
1928				
5/10	William Mather Lewis	Expenses to Cleveland Convention	1	\$59.20
5/10	The Alumni Press, University of Michigan	Printing Programs for 16th Convention	2	38.00
3/16	Western Reserve University	Printing Registration Cards	3	2.25
3/16	P. W. Kindlespire	Engrossing Expression of Appreciation	4	15.00
3/16	The Master Reporting Co.	Reporting the 16th Conveention	5	107.44
1929				
3/5	Charles E. Friley	For 1929 Convention expenses	22	250.00
4/5	Transcontinental Passenger Association	For 650 Identification Convention Certificates	30	6.65
Total.....				\$478.54

ASSOCIATION DUES
Budget Allowance, \$110.00

1928				
9/10	Amer. Council on Education	Associate Membership dues for 1928-29	9	\$10.00
Total.....				\$10.00

COMMITTEE ON EDUCATIONAL RESEARCH
Budget Allowance, \$150.00

1929				
1/21	Johns Hopkins Press	For 500 envelopes	17	\$7.50
Total.....				\$7.50

BUDGET SUMMARY

	Appropriation	Disbursements
President's Office.....	\$150.00	\$150.05
Treasurer's Office.....	100.00	90.55
Secretary's Office.....	150.00	30.25
Second Vice-President's Office.....	50.00	49.41
Editor's Office.....	1,200.00	918.27
Convention expenses.....	500.00	478.54
Association dues.....	110.00	10.00
Committee on Educational Research.....	150.00	7.50
	<u>\$2,410.00</u>	<u>\$1,734.57</u>
	1,734.57	
Balance in Budget.....	\$ 675.43	

AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS
MEMBERS WHO HAVE NOT PAID 1928-29 DUES

Alabama:

Mary C. Pittman, Dean, Athens College for Young Women, Athens.
Mrs. Ana Kenda Jones, Registrar, Howard College, Birmingham.
L. H. Baer, Dean, Marion Institute, Marion.

Arkansas:

C. C. Smith, Registrar, Arkansas Agricultural and Mechanical
College, Monticello.
G. R. Turrentine, Registrar, Arkansas Polytechnic College, Russell-
ville.

California:

Chester C. Fink, Registrar, College of Medical Evangelists, Loma
Linda.
Miriam Vertress, Registrar, Modesto Junior College, Modesto.
K. M. Kerans, Registrar, Pasadena Junior College, Pasadena.
Ethel O'Keefe, Registrar, San Manteo Junior College, San Manteo,
Jane C. Miller, Registrar, Santa Barbara State Teachers' College,
Santa Barbara.

Connecticut:

Joseph R. Ellis, Registrar of Freshmen, Yale University, New
Haven.

Delaware:

George E. Dutton, Dean and Registrar, University of Delaware,
Newark.
Winifred Robinson, Dean, University of Delaware, Women's Col-
lege, Newark.

Georgia:

S. Guerry Stukes, Registrar, Agnes Scott College, Decatur.
Emory Drake, Registrar, Bessie Tift College, Forsyth.
A. W. Cain, Registrar, North Georgia Agricultural College,
Dahlonega.

Idaho:

V. O. Humphrey, Registrar, Gooding College, Wesleyan.
Lovica Shropshire, Registrar, Lewiston State Normal School,
Lewiston.

Illinois:

L. W. Smith, Superintendent, Joliet Junior College, Joliet.

Iowa:

E. L. Weaver, Registrar, Clarinda Junior College, Clarinda.
Carl W. Strom, Registrar, Luther College, Decorah.
B. K. Orr, Registrar, Waukon Junior College, Waukon.

Kansas:

Milton Kenworthy, Assistant Registrar, Friends University,
Wichita.
C. H. Quackenbush, Registrar, Garden City Junior College, Garden
City.

Kentucky:

Lillian Taft, —————, Caney Junior College, Pippapass.
H. M. Pyles, Jr., Registrar, Kentucky Wesleyan College, Win-
chester.

Louisiana:

- Mrs. Ruby B. Pearce, Registrar, Louisiana Polytechnic Institute, Ruston.
Dr. E. L. Scott, Registrar, Louisiana State University and Agricultural and Mechanical College, Baton Rouge.

Maryland:

- Rev. Joseph J. Ayd, S. J., Dean, Loyola College, Baltimore.
Gertrude Carley, Registrar, Maryland State Normal School, Towson.
Prof. G. A. Bingley, ———, St. John's College, Annapolis.
W. M. Hillegeist, Registrar, University of Maryland, Baltimore.

Massachusetts:

- Harriet D. Buckingham, Secretary, Radcliffe College, Cambridge.
Joy Secor, Assistant Registrar (Associate Member), Smith College, Northampton.

Michigan:

- Allan B. Stowe, Registrar, Olivet College, Olivet.

Minnesota:

- Mrs. Henrietta Burgess, Registrar, Concordia College, Moorhead.

Mississippi:

- R. G. Lowrey, Registrar and Dean, Blue Mountain College, Blue Mountain.

Missouri:

- Lawrence L. St. Clair, ———, Hardin College, Mexico.
John J. Dynes, Registrar, Missouri Valley College, Marshall.
Sister Sylvia Marie Boothby, Registrar, St. Teresa Junior College, Kansas City.

Montana:

- E. T. Walker, Registrar, Intermountain Union College, Helena.

Nebraska:

- Grace E. Young, Registrar, Cotner College, Bethany.

New Jersey:

- N. A. Nilson, Upsala College, East Orange.

New York:

- Edward J. Harrison, Registrar, Niagara University, Niagara Falls.
Frederick E. Kienle, Registrar, St. John's College, Brooklyn.
Stanley F. Brown, St. Stephen's College, Columbia University, Annandale-on-Hudson.
Eugene F. Bradford, Registrar, Syracuse University, Syracuse.

North Carolina:

- W. Augusta Lantz, Registrar, Catawba College, Salisbury.

North Dakota:

- Mrs. W. H. McClintock, Registrar, North Dakota State School of Science, Wahpeton.
Mildred H. Thelin, Registrar, State Teachers' College, Mayville.

Oregon:

- R. A. McCully, Registrar, Willamette University, Salem.

Pennsylvania:

- Arthur E. James, Registrar, Lincoln University, Lincoln University, Chester Co.
Mother Marie Denise, Secretary, Rosemont College, Rosemont.
W. I. Miller, Registrar, Schuylkill College, Reading.

South Carolina:

Myra B. Kearney, Registrar, Converse College, Spartanburg.

South Dakota:

Merle Gripman, Registrar, Dakota Wesleyan University, Mitchell.

Tennessee:

T. C. Hutton, Registrar, Carson and Newman College, Jefferson City.

Mary P. Demombron, Martin College, Pulaski.

R. H. Ervin, Registrar, Tennessee College, Murfreesboro.

Betty Blocker, Registrar, University of Chattanooga, Chattanooga.

Texas:

Mrs. Clara Bishop, Registrar, Abilene Christian College, Abilene.

J. Wesley Loftis, Registrar, Howard Payne College, Brownwood.

E. L. Doheney, Registrar, Texas Technological College, Lubbock.

Virginia:

J. P. Whitt, Registrar, Radford State Teachers' College, East Radford.

B. Y. Tyner, Dean and Registrar, State Teachers' College, Fredericksburg

Virginia E. Moran, University of Virginia, Charlottesville.

J. Louise Barrett, Registrar, Virginia Normal and Industrial Institute, Petersburg.

Washington:

K. B. Tiffany, Registrar, Whitworth College, Spokane.

West Virginia:

Charles Leslie Major, Dean and Registrar, Alderson Junior College, Alderson.

H. G. Toothman, Dean and Registrar, Morris Harvey College, Barboursville.

Thomas W. Haught, Registrar, West Virginia Wesleyan College, Buckhannon.

Wisconsin:

Sister M. F. Xavier, Registrar, St. Mary's College, Prairie Du Chien.

Myrtle E. Shanks, —————, State Normal School, La Crosse.

STATEMENT OF THE BULLETIN OF THE AMERICAN ASSOCIATION
OF COLLEGIATE REGISTRARS

From April 14, 1928 to April 2, 1929.

Receipts:

From subscriptions.....		\$37.40	
Sales of miscellaneous numbers.....		22.50	
From advertisers:			
J. H. Furst Co.	Vol. 3, No. 4; Vol. 4, No. 1.	25.	
Globe-Wernicke Co.	Vol. 3, No. 4; Vol. 4, No. 1.	30.	
Vicam Photo Appliance Corporation			
	Vol. 3, No. 4, Vol. 4, No. 1.	60.	
E. A. Wright Co.	Vol. 4, No. 1.....	10.	125.00
			<hr/>
			\$184.90

Disbursements:

Postage	24.11	
Affidavits20	24.31
		<hr/>
		\$160.59

Amounts due from advertisements:

J. H. Furst Co.	Vol. 4, No. 2	10.	
Vicam Photo Appliance Corporation	Vol. 4, No. 2	30.	
E. A. Wright Co.	Vol. 4, No. 2	10.	50.00
			<hr/>
			\$210.59

Less balance due to the Johns Hopkins Press,
Report of April 13, 1928.....

.45

\$210.14

Amount due to the Johns Hopkins Press:

15% on 651 copies @ \$3.00 distributed to mem- bers of the Association.....	\$292.95
15% on subscriptions and sales of miscellaneous numbers (\$59.90)	8.98
	<hr/>
	\$301.93

Less receipts above.....

210.14

Balance due to the Johns Hopkins Press..... \$ 91.79

There were printed during the year three numbers of the Bulletin
at the following cost:

Volume 3, No. 4 (Proceedings)	1000 copies	\$709.50
Volume 4, No. 1 (Fall)	1000 copies	87.65
Volume 4, No. 2 (Winter)	1000 copies	120.20

Of the stock of the back numbers we have remaining:

Volume 1, No. 1, 206 copies
 Volume 1, No. 2, 66 copies
 Volume 1, No. 3, 107 copies
 Volume 1, No. 4, 75 copies
 Volume 2, No. 1, 22 copies
 Volume 2, No. 2, 236 copies
 Volume 2, No. 3, 434 copies
 Volume 2, No. 4, 481 copies
 Volume 3, No. 1, 152 copies
 Volume 3, No. 2, 415 copies
 Volume 3, No. 3, 230 copies
 Volume 3, No. 4, 325 copies
 Volume 4, No. 1, 301 copies
 Volume 4, No. 2, 72 copies

Respectfully submitted,

C. W. DITTS,
Manager.

Mr. FRILEY: In this connection, I wish to state, too, that
 Mr. Hoffman is the new Editor of the Association Bulletin,

succeeding Mr. Dempster, who on account of the pressure of other work, finds he must resign that duty.

The motion is that the report be received and printed as it is indicated here.

(Motion seconded and carried.)

Mr. FRILEY: I would like Mr. Hoffman to make a statement regarding the Bulletin.

Mr. HOFFMAN: I take it what you want to hear is the report I have from Mr. Dempster. I have his letter sending his report for the year to me and I should like to read a portion of the last paragraph:

Please express to the officers my regret at being unable to attend. I believe that I have two very good reasons: First of all the health of my baby, who was stricken with infantile paralysis, is of such a nature that I do not feel that I could be absent from home for such a long period; second, our President resigns in July, 1929, and he is not anxious to increase the deficit which we are going to face this year, even to the extent of a few hundred dollars. I expect to be with you all next year.

I thought the members of the Association should hear that statement.

This is a statement, unaudited, of the Editor for last year. I believe that each of the expenditures could be checked against the Treasurer's Report very easily and I should like to move that instead of reading to you the number of volumes he has, for instance, of a certain issue, that we vote to print the report rather than have it read. (Motion seconded and carried.)

Mr. J. P. MITCHELL: I would like to make the motion that Mr. Steimle, Secretary of this Association, express to Mr. Dempster, our regret of his inability to be here. (Motion seconded and carried.)

Mr. FRILEY: The Secretary will express to Mr. Dempster the feelings of the Association.

Mr. STEIMLE: I did that but I will be glad to do it again.

Mr. FRILEY: I would like to mention that Mr. Hillegeist,

one of our faithful members, has been seriously sick for 18 months and is still in a bad condition.

Mr. HOFFMAN: I move we communicate our regrets to him officially through our Secretary.

(Motion seconded and carried.)

Mr. FRILEY: Now, we will have the reports of Committees. First, the Committee on Educational Research, of which Mr. R. M. West is the Chairman. Mr. West is also the Chairman of the Committee on Fellowships and I will ask him to make both reports.

Mr. R. M. WEST: Mr. President, I have no further report of the Committee on Educational Research other than that presented yesterday morning.

The Committee is here in rather small numbers this time but we have had one meeting and plan to go on with the projects under way and further report at another meeting. The projects conducted for the last two or three years will be continued.

My report on the Committee on Fellowships is as follows:

REPORT OF THE COMMITTEE ON FELLOWSHIPS

Your Committee has considered the proposals for establishing a fellowship fund as presented by the Executive Committee at the Atlanta Convention in 1927 and as approved by vote of the Association.

Your Committee is of the opinion that the Association could in no other way contribute more effectively to the development of interest in the Registrar's profession than through such a program as was proposed and adopted at that time.

It does not appear feasible at the present time, however, to attempt to raise sufficient funds from outside sources for the endowment of a fellowship.

It seems obvious, however, that the early initiation of some such constructive program is of the greatest importance. This is true not solely from the standpoint of greater interest in the professional training of prospective registrars, but because such a program will present to the members of the organization a definite objective aside from mere organization. Furthermore distinct value should accrue to the Association from the interest which such a plan would arouse in other educational associations upon which we are more or less indirectly dependent for support.

Your Committee, therefore, desires to propose the following recommendations:

First.—That the Budget Committee be requested to set aside \$1,000, annually, together with such an amount as may be agreed to as the necessary expense of administration, as a "fellowship" fund subject to disbursement by the Treasurer on authorization of the Fellowship Committee under such rules as may be approved by the Executive Committee of the Association.

Second.—That for 1929-30 and each year thereafter, as funds permit, a graduate fellowship, to be known as the American Collegiate Registrars' Fellowship, be made available under the following conditions:

(a) The applicant must hold a bachelor's degree from a fully recognized college or university. Graduates of institutions belonging to the Association of American Colleges and Universities will be given preference.

(b) On or before March 1, 1930, the applicant must submit the following to the Fellowship Committee:

- (1) Record of undergraduate work
- (2) Statement of age, training and experience
- (3) Statement of proposed plan of graduate study and thesis problem
- (4) Name of the institution at which the graduate work will be pursued.

(c) The Fellowship will carry a stipend of \$1,000.00 for which no service shall be required and will be granted on the understanding that full time is to be given to graduate work.

(d) The Fellowship may be approved by the Committee for any institution

- (1) which holds membership in the American Association of Collegiate Registrars.
- (2) which in the opinion of the Committee offers adequate facilities for graduate work in the fields of administration of higher education or of business administration, and
- (3) which agrees to offer through its registrar's office such contacts with the actual working of the office as the time of the Fellow may permit him to make with advantage; and such use of its records as may be required by the Fellow in preparing his thesis material.

(e) On or before September 1, following the award of the Fellowship, the American Association of Collegiate Registrars will deposit the sum of \$1,000.00 with the institution selected, for disbursement to the Fellow in equal monthly installments during the academic year, or in such other way as may be satisfactorily agreed to by the institution concerned and the Fellowship Committee of the Association.

(f) During the year, the holder of the Fellowship will, without payment of dues, receive all of the privileges of membership in the American Association of Collegiate Registrars except that of voting.

(g) The recipient of the Fellowship, in turn, agrees to furnish for publication in the Bulletin, if desired, an abstract of the thesis submitted for his degree and one complete copy of the thesis for the files of the Committee.

(h) The Fellowship Committee reserves the right to make no award if in the opinion of the Committee none of the applicants are satisfactory.

Third.—That the special committee making this report be replaced by a standing committee on Fellowship to be appointed by the President. This committee shall consist of five members of the Association and shall be authorized to

(a) Administer the Fellowship Fund under such rules as may be approved by the Executive Committee

(b) Select fellows.

(c) Recommend such changes in the condition and rules governing selection as may be necessary or expedient from time to time.

(d) Make such negotiations with the institutions at which Fellows are to carry on their graduate work as may be necessary to safeguard the interests of the Association, and

(e) Either through the Association of American Colleges and Universities or through the individual institutions which may be selected by the recipients of the Fellowships attempt so far as possible to obtain remission of tuition fees for the American Collegiate Registrars' Fellows.

Respectfully submitted,

JENNIE M. TABB, *Virginia State Teachers College.*

FRED L. KERR, *University of Arkansas,*

R. M. WEST, *University of Minnesota, Chairman.*

Motion for its adoption seconded and carried.

Mr. HOFFMAN: May I ask for the reading of the second item under regulations, under the group that would be eligible? (Mr. West reads the paragraph asked for.)

Mr. HOFFMAN: That is only a small fraction of the group of students who would be able to enter reputable graduate schools of the country.

I am not saying whether it is wise discrimination or not but a small percentage of the group of schools is recognized by that Association as being of the first rank. I don't want to make any motion but there is a big difference between membership in that Association and recognition by that Association—I want to be sure they mean membership in that Association, if that is what they mean?

Mr. WEST: I want the Association to do just as they please. That is merely the recommendation of the Committee. I think you see, however, the recommendation does not mean

the applicants will be limited to graduates of those schools but graduates of those schools will be given preference.

It was the only way we could formulate the statement in such a way as to protect the graduate schools. We don't need really to protect the graduate schools—but that was the only place we could see to draw the line; maybe there is some better way.

Mr. STEVENS: Would it be too late to offer an amendment? If the Committee would permit, that statement might be changed to "Institutions on the accredited list of the American Association." There is quite a difference between those who are members of the Association and those who are on its accredited list, and I think an institution to be upon the accredited list must meet all the requirements that Mr. West stated. That accredited list does protect the graduate schools. I move that amendment.

Mr. T. B. STEEL: There seems another angle of approach to this amendment suggested by Mr. Stevens—would that eliminate applicants from Canada? The point which the Committee desired to make was that an applicant must be able, within one year to get his degree; perhaps it ought to be approached from that angle, make that qualification rather than specify the institution from which he may come.

Mr. WEST: I don't think we really had that in mind. What we wanted to get was the very best type of men available. If it takes more than a year to get the degree, all right. We wanted to leave it to whatever the Committee appointed thought would get the best applicants and from them, pick the best men. That is all the Committee is after. I will leave it to the Association to do what they want to with it.

Mr. GILLIS: I think if it is worded "All things being equal" it would give the Committee some leeway. I would be more interested in emphasizing graduate schools to which these people were going—might limit that to the American Association.

I share some of the feeling that has been expressed that if they are accredited to this Association or if eligible for admission to the graduate schools that are members of this Association.

Mr. WEST: None of the Committee would have any objection to that.

Mr. FRILEY: That is substantially your amendment, isn't it, Mr. Stevens?

Mr. STEVENS: Yes.

Mr. FRILEY: We will vote on the amendment—that eligibility include the institutions on the accredited list of the Association of American Universities.

Mr. Steel brought up a question, I think important in this connection.

(Motion seconded and carried.)

Mr. FRILEY: Those in favor of the report as amended, make it known by saying aye, etc.

(Motion seconded and carried.)

Mr. FRILEY: There was no intent for the Canadian Universities to be slighted in the least.

Mr. WEST: No.

Mr. FRILEY: We will call for a report of the Committee on Transcript Forms. Mr. Compton is unable to be here so I will ask Mr. Steimle to read the report of this Committee on Transcript Forms.

REPORT OF THE COMMITTEE ON UNIFORM OR STANDARD TRANSCRIPT BLANKS.

We seem to be going in the right direction and had better keep going forward.

Your committee is studying one radical suggestion, that for photostats. You acted favorably with us, in harmony with the National Board of Medical Examiners, two years ago, on their transcript design for photostats. But without care and judicious procedure now, we may get plunged into the chaos of ten years ago. Of photostats for other purposes, we have nothing to say. But standard official transcripts had better stay standard transcripts. We have been getting out of the woods. We have some agree-

ments with the medical schools, and with the Association of American Medical Colleges, which endorsed our Association's transcript forms. Our imprimatur means something now. We have always held it back until this Association sanctioned its use. We had better not sanction it for something less than our standard transcript form. That would lose ground already gained.

There has been some agitation for uniformity in transcripts for State Boards of Education. In close harmony with the principles of our Standard Blanks the North Central Association now uses a blank that could, apparently, be modified and used for inter-state purposes. It would be a long, hard path to win the State Boards of Education, and the present chairman would not wish to undertake negotiations. If the Association think best to appoint some one, or committee, for studying those possibilities for a year, we should not object, and might help some.

Last fall we inquired what Ohio colleges were using or expected to use the American Association's Standard or Model blank. Twenty-five of the forty colleges answered yes to one or the other of those questions, a majority of 25 to 15. Recently we made a like inquiry of 206 colleges of other states. At the present writing answers reveal these figures (including Ohio): Number who answered yes, that they are using or intend to use the Association's Model or Standard Official Transcript Blank (60). Thirty-six (36) show favorable consideration. These ask information, or samples, or express dissatisfaction with their present transcript forms. Number showing no movement yet towards adopting the Model (36).

In brief, about 3 out of 4 colleges already seem favorable.

Owing to the large number seeking information, We Recommend: That the Committee be directed to continue to give information to those interested, as to the Association's Transcript Blanks.

Note: The Association's Model Transcript Blank seems well adapted for junior colleges. One (Flint) writes: "I am pleased to state that we adopted the blank last year and have found it highly satisfactory. I am glad to endorse it and have recommended it to several Registrars in the Junior Colleges of Michigan as the best form for this purpose."

The colleges that use the Model Blank are uniform in their commendation of it. "The proof of the pudding is in the eating."

Mr. FRILEY: You have heard the report of the Committee on Transcript Forms, what will you do with it?

Mr. CLARK: I move it be approved.

Mr. GILLIS: I suggest that it be filed and published with the proceedings.

Mr. FRILEY: Since there is no second, it will be filed and published with the proceedings.

Mr. GILLIS: I think a vote of thanks is due the Committee for the enthusiastic work that they have given to this uniform blank and that the Committee be relieved of further work.

I think another Committee should be appointed with the view of recommending any changes that should be made in our present rank to meet the conditions of all the agencies that are calling on us for information.

We are coming, I think, to use the photostatic or photographic method of making transcripts. It will be impossible with that method to use a great number of blanks which are coming into use to follow our present plan that has been working for several years. I think the Association should commit itself to the policy of trying to adjust our own blank so it will meet the requirements of all these different agencies.

Mr. HOFFMAN: I want to second that motion. I think that we are doing a wise thing if we adopt such a recommendation. I do not believe that at any time in our history there has been so much of a change going on in the method in which we are keeping our records and for us to have a committee trying to keep a standard way of copying these records, does put an insurmountable task in the hands of the committee.

Mr. FRILEY: We have the motion that a new Committee be appointed and the old relieved of further work.

Mr. GILLIS: When this Committee was appointed we had no thought of our present plan of making transcript blanks. It is new conditions that brought this about and it is no fault of this Committee.

(Motion seconded and carried.)

Mr. FRILEY: We will hear next from the Committee on Professional Education of which Mr. Gillis is Chairman.

Mr. GILLIS: The other members of the Committee are absent from this meeting and I have had no opportunity for conference.

I have been corresponding with Mr. Gannett and Mr. Payne on this problem. On account of their absence I asked a group of people to a conference at noon Monday and we spent some time last evening on this same problem.

I mention that, Mr. Chairman, so you will know we have

not been able to make a report. I would like to report progress and ask for further time.

Mr. FRILEY: That was a very good report, Mr. Gillis. There is no objection, so we will continue the Committee.

We will now have the report of the Committee on Functions and, incidentally, that report is bound up with the Committee on Professional Education. Mr. Stipe, the Chairman this year, is unable to be present and has sent his report which I will ask the Secretary to read at this time.

SUGGESTIONS FOR REPORT OF THE COMMITTEE ON STANDARDS.

The Committee on Standards recommends the following statement as an *a priori* basis for delimiting the functions of the Registrar:

A Registrar is a general administrative official of an educational institution, responsible directly to the head of the institution. The duties of the office vary in institutions of varying size. In smaller institutions the administrative duties of the Registrar may often be done more economically by the Dean, with a clerical assistant to perform the clerical duties under the direction of the Dean. Such clerical assistant should not have the title of Registrar. In large institutions some of the functions must be assigned to special assistants (e. g., compilation and interpretation of special data should be done by a statistical expert), but such officials should work under the direction of the Registrar and be responsible to him. The Registrar can often render great service by assuming a large share of the clerical routine of the institution, but the extent to which he can serve in this capacity must be determined by local circumstances. The functions enumerated under I-V below are regarded as essentially those of the Registrar's office. Functions such as those enumerated under VII are examples of clerical routine which may be done economically in the Registrar's office, but which, in many instances, may be advantageously left to other offices.

The duties of the Registrar are:

I. To act as officer of admissions

1. To conduct preliminary correspondence with prospective students.
2. To receive all data necessary in passing on applications for admission.
3. To schedule and supervise entrance examinations.
4. To determine, within the regulations governing admission, the eligibility of every applicant for admission to any division of the institution.

Note 1.—When a system of selective admissions, based on data supplementary to the academic record, prevails, it is suggested that selection be made by a committee of which the Registrar is *ex officio* a member.

Note 2.—The eligibility of an applicant for admis-

sion to advanced standing is determined by the Registrar; the particular courses credited, since they involve the student's program of study, are to be determined by the Dean or by the departments concerned.

II. To organize and supervise registration procedure

1. To prepare schedules of class hours, room assignments, etc.
2. To provide the necessary instructions, blanks, and material and accessories for orderly registration procedure.
3. To provide for deans and advisers all information necessary in assigning students to classes, including
 - (a) Permits to register.
 - (b) Summaries of admission and advanced standing credit.
 - (c) Summary of record to date.
4. To furnish instructors class lists and section lists.

Note.—Assignment to sections may often be done to better advantage through departments.
5. To maintain a file of course cards and individual students' schedules.
6. To keep instructors informed of withdrawals, changes of course, and other changes in class rolls.

III. To keep an academic history, complete and in permanent form, of every student admitted to the institution.

1. To secure and record necessary personal information.
2. To record admission credits and credits allowed from other institutions.
3. To make record of courses taken by terms, with sufficient information to identify each course.
4. To keep an attendance record by courses.
5. To secure and record final grades or other evidence of termination of each course.
6. To make record of credit earned in each course.
7. To make record of probation, disciplinary action, and similar data.
8. To make record of graduation, withdrawal, or other termination of the student's residence.

IV. To make reports on individual students in accordance with regulations and as special demands arise.

1. To send reports to parents or guardians.
2. To make special reports to prospective employers, bonding companies, educational authorities, etc., as needed.
3. To furnish transcripts of record to other institutions.
4. To calculate eligibility for honors, honor societies, organizations, teams, etc.

V. To act as academic statistician and general source of information.

1. To make reports on enrollment for the institution as a whole, by schools or divisions, by departments, or otherwise, for publication or for the use of other administrative officials (e. g., student directories; catalogue lists).
2. To make reports on scholarship of fraternities or other groups, reports to high-schools, to educational associa-

tions, and to state or national bureaus and departments, and similar group reports as demanded.

3. To answer questionnaires.

4. To make accessible and to aid in interpreting various sorts of data which may be helpful to other administrative officials, to faculties, and faculty committees in the study and solution of problems that arise and in formulating or altering regulations and administrative policies.

VI. To maintain such personnel records as may be found helpful in furnishing information about students, particularly the information usually sought by prospective employers.

VII. Miscellaneous functions.

1. To serve as a clearing house for the greater part of the clerical routine of the institution, e. g.

(a) To edit catalogues and bulletins.

(b) To make room reservations and dormitory assignments.

(c) To administer absence regulations.

(d) To provide diplomas and certificates.

(e) To maintain alumni records.

(f) To serve as secretary of faculty and similar bodies.

The Committee recommends further that it be authorized to determine, by means of an elaborate questionnaire, to what extent the duties of the members of this Association correspond to those enumerated above.

Mr. STEEL: I move the report be received and filed.

(Motion seconded and carried.)

Mr. FRILEY: The next report is on Registration and Introduction, of which Mr. Lemon is the Chairman.

Mr. E. B. LEMON: Mr. Chairman, I did not know you wanted a report.

Mr. FRILEY: The total number who have registered, Mr. Lemon?

Mr. LEMON: I will find out.

Mr. WEST: I have never seen as many ignorant Registrars in my life as this afternoon! (Laughter)

Mr. STEVENS: While Mr. Lemon is making up the deficiencies of his Committee, I would like to have the pleasure of announcing that my predecessor in office at the University of Washington has paid us the honour to visit the meeting this afternoon and I would like your permission to introduce Mr. E. N. Stone of the University of Washington, now Associate

Professor of Classical Languages, who has been Registrar at the University of Washington longer than any other individual! (Applause)

Mr. E. N. STONE: Ladies and Gentlemen—and I don't know how I should put it!—Fellow Sufferers: As Mr. Stevens has said, I served as Registrar here for 15 years. During that period of time, I stood in the way of sinners to the best of my ability and for the last four years, I have taken a great deal of comfort in sitting in the seat of the scornful!

This afternoon I had a discussion with another member of the faculty who said, "Universities are as medieval as in the old ages!" I don't think that is against the University at all, but, listening to this report on the functioning of the Registrar, I was reminded of this discussion of medievalism. The universities still keep the medieval organization. Up on top is the President, the deans; the minor angels the faculty but off to one side, we have the individual whose main function as I believe is to take the blame for everything wrong exactly as the devil in medieval times and you know whom I refer to!

I take pleasure in meeting many of you personally and in renewing several pleasant friendships that I formed during the 15 years of my service and I thank you for your attention! (Applause)

Mr. FRILEY: We appreciate having you with us, Mr. Stone.

Mr. LEMON: The number registered is 118. I am sorry I cannot report the number of States represented and so on.

Mr. FRILEY: We will now hear from the Committee on Resolutions, of which Mr. S. W. Canada is Chairman.

Mr. S. W. CANADA: Mr. President and Members of the American Association of Registrars: Your Committee on Resolutions submits the following report:

RESOLUTIONS

The Association express its most hearty thanks and its sincere appreciation

1. To the officers of the Association, for its most excellent program;

2. To the University of Washington and the Pacific Coast Association of Collegiate Registrars for the splendid manner in which we have been entertained and treated to the hospitality of the Northwest;

3. To the President and the Administration of the University of Washington for opportunity to participate in the Conference on the Reorganization of the Lower Division and

4. To the management of the Olympic for their most adequate provisions for the comfort and well-being of the members of our Association.

5. We wish to express our deep sorrow over the loss to the Association, by death, of Mr. James Sutton, for so many years Recorder of the Faculty of the University of California, and Mr. Owen B. Trout, Registrar of the University of Denver. We extend to their families and to their institutions our sincerest sympathy.

The Committee on Resolutions endorses the recommendation embodied in the report of the Cooperative Experiment on Measurement of Full-Time Student Load that this plan of student accounting be brought to the attention of other educational organizations interested in inter-institutional comparison, either for adoption or for such further individual or cooperative studies as they may wish to make in the hope that in the near future a definite and reliable basis for enrollment comparisons may be established and universally recognized.

(Signed)

L. W. BURTON,
FLORENCE I. MCGAHEY,
EARL M. PALLETT,
S. W. CANADA,

Chairman.

Mr. FRILEY: You have heard these reports, what will you do with them?

(Motion made for the adoption of the first report, which was seconded and carried.)

Mr. STEVENS: Before we vote on second report, I would like to have an explanation as to what that means. I don't quite understand what is going to be done next year.

Mr. WEST: My thought was that if the Association was willing to adopt the resolution the next step would be to bring the report, in the form in which it was submitted for publication, before such Associations as the North-Central Association, Southern Association, Middle States & Maryland, Business Officers' Association, Association of American Colleges and Universities and find out what the Committee's interest is and we will then have a common definition of what constitutes a student for such study as we have been making.

Mr. STEVENS: Mr. President, the report of that Committee, I am much interested in. If this is an action which will promote the interests of the Committee, I should favor it. My doubt rests upon whether the report is now ready to go from this Association to some other as a final word on the subject. Perhaps there is no final word but it seems to me that the definition of the full time student ought to be somewhat better defined.

That is to say, the definition of the full time student ought to be a definition of a full time student which might be used by the associations that are interested in cost statistics. My personal interest in this particular subject of the full time student was in serving on the Committee of the Association of Business Officials, and it was proposed at that Association that the American Association of Registrars might, for them, settle a very troublesome and knotty problem.

The accountants in the comptroller's office, have, so far, not been able to discover what a full time college student is. Now, this report is satisfactory in suggesting a method but it does not go far enough to indicate the figure or the terms which should be used in carrying through a study by any

association that would be interested in making a cost analysis. I am afraid that the report of the Committee is not in final form.

Mr. GILLIS: If, Mr. Chairman, you think of this report as a final report, I think Mr. Stevens' suggestion is well taken. I don't understand that it is being presented as a completed report, rather is it a report of progress and indicates the line on which the Committee is working. I am of the opinion that is very valuable to know—that something is being attempted. We may get suggestions and may be better prepared to receive the report when it is finally completed.

Mr. FRILEY: I fear the Committee will stop work but if they will promise this Association that they will work very hard for the next two or three weeks, why, I think they can accomplish something well worthwhile.

Mr. GRANT: The question arises in my mind as to whether the effort of such a Committee would be worthwhile? After you have it, what are you going to do with it? I mean, if each institution has its own problem of enrollment and its own way of counting its students—each institution has its own budgetary problem and the budget is based on its own way of counting students—of course, it might be useful for the reporters of the Press but that question just arises in my mind.

Mr. WEST: May I just say a word in defense of my pet project? My training, unfortunately, was in the scientific field and it is a little hard for me to guess at things and then issue them as facts.

It seems to me that it would be worthwhile to spend a little money and effort in coming nearer to the truth. We all know that the present comparison of cost of account on the basis of student load is foolish and it might be a little less foolish on this plan. It may be, we will never get anywhere on it. I do propose to work slowly on this, as Mr. Stevens suggests.

I think it is worthwhile for us to bring to the attention

of the other organizations that are interested in getting as near the truth as we are the fact that we are doing something towards its completion and while I am not urging this upon you at all, as far as any action you may wish to take, I do wish to make it plain that I don't think it is going to be embarrassing. Sometime, if we don't do it, somebody else will establish some way of measuring the student load as a basis for comparing institutions.

Mr. FRILEY: What will you do with this resolution?

(Moved, seconded and carried that the resolution be approved.)

Mr. FRILEY: We will hear the report of the Auditing Committee by the Chairman, Miss Ella Oleson.

Mr. President:

Your Auditing Committee has examined the Treasurer's books, found the balance to be as stated, and all receipts and disbursements properly accounted for.

E. J. HOWELL,
WM. S. HOFFMAN,
ELLA L. OLESEN.

(Motion for its adoption seconded and carried.)

Mr. FRILEY: I think this covers the reports of the Committees. Are there any other matters to come before the Association?

Mr. WM. S. HOFFMAN: I hoped you would call on one more Committee. That is the Committee on Exhibition of Office Forms and Filing Equipment.

Mr. FRILEY: I am glad you mentioned that. I will call on that Committee now—Mr. Armsby.

Mr. H. H. ARMSBY: I have no particular report to make—simply had an exhibit. I take this opportunity of thanking all who made the exhibit possible—the Registrars who so kindly sent their books of forms and Mr. Stevens of the University of Washington for his kind co-operation in se-

curing exhibits of equipment and Mr. West for the machine which some of you have seen.

I want to express a very complete sense of gratitude personally for the work done two years ago by Mr. Hoffman when he occupied this same position. I don't know how many of the members of the Association have examined those yellow back books but they are a fine piece of work and with those to start on, the work on our committee this year was very simple.

Mr. HOFFMAN: I did not make my request to get that bouquet. I did want to mention those forms, myself, however. As Chairman of the Committee at Atlanta, I prepared 18 volumes—it forms 18 volumes and has been in my office less than one week—they have been all over the United States.

I feel that the forms are valuable. I know that they have proved of service but I should like to surrender them to the Association with the suggestion that the Committee on Forms be appointed at once and that they take over these 18 volumes and bring them up to date. They are now obsolete, and I should like to turn over to the Chairman of the new Committee a list of some eight Colleges that are waiting the arrival of these volumes.

I did not feel at all, when I took the work over two years ago it was much of a venture but I see it has proved of great interest or benefit to the members of our Association—therefore, I would like to move that a Committee be appointed early to take these 18 volumes and bring them up to date and take charge of them and I shall surrender them.

Mr. FRILEY: You have heard Mr. Hoffman's motion. These volumes are valuable, without question.

(Motion seconded and carried.)

Mr. FRILEY: The motion has been carried that a new Committee be appointed at once and begin the revision of these 18 volumes which are now, through Mr. Hoffman's generosity, the property of the Association.

Are there any other matters to come before the Convention?

If not, may I again express deep thanks to every one who has taken part in this program and to the many who have done their unselfish work, not yet made public and I thank you for your presence here on behalf of the Officers of the Association!

I now declare the Seventeenth Annual Convention of the American Association of Collegiate Registrars adjourned!

Adjournment.

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